

Specification

Edexcel NVQ/competence-based
qualifications

Edexcel Level 6 NVQ Diploma in Construction Contracting Operations Management (QCF)

For first registration August 2010

In partnership with



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This qualification is offered as part of a Joint Awarding Body Partnership with construction industry professional bodies; the Chartered Institute of Building (CIOB), and the Institution of Civil Engineers (ICE), for whom the NVQs are steps to professional recognition.

www.ciob.org.uk

www.ice.org.uk



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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 6 NVQ Diploma in Construction Contracting Operations Management (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 6 NVQ Diploma in Construction Contracting Operations Management (QCF)	500/9535/3	01/08/2010

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualification from 1st August 2010:

Qualification title

Edexcel Level 4 NVQ in Construction Contracting Operations

Qualification Accreditation Number (QAN)

100/5793/6

Accreditation start date

01/02/2006

Accreditation end date

31/12/2010

Key features of the Edexcel Level 6 NVQ Diploma in Construction Contracting Operations Management (QCF)

This qualification:

- is nationally recognised
- is based on the ConstructionSkills National Occupational Standards (NOS). The NOS, Assessment Requirements/strategy and qualification structure(s) are owned by ConstructionSkills.

What is the purpose of this qualification?

This qualification is appropriate for employees in the construction and the built environment sector working across a broad range of areas. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the Construction industry as defined by ConstructionSkills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector.

What are the potential job roles for those working towards this qualification?

- Construction supervisor/manager.

What progression opportunities are available to learners who achieve this qualification?

This qualification allows learners to demonstrate competence in construction contracting operations management at a level required by the construction and the built environment industry. Learners can progress across the level and size of the construction and the built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 6 NVQ Diploma in Construction Contracting Operations Management (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

This qualification accreditation number provides pathways to the following qualifications.

Edexcel Level 6 NVQ Diploma in Construction Contracting

Operations Management – Estimating – Learners must complete all units in group A1 to achieve 78 credits and a minimum of 10 credits from group A2 to achieve a minimum total of 88 credits

Edexcel Level 6 NVQ Diploma in Construction Contracting

Operations Management – Buying – Learners must complete all units in group B1 to achieve 84 credits and a minimum of 10 credits from group B2 to achieve a minimum total of 94 credits

Edexcel Level 6 NVQ Diploma in Construction Contracting

Operations Management – Planning – Learners must complete all units in group C1 to achieve 84 credits and then complete a minimum of 10 credits from group C2 to achieve a minimum total of 94 credits

Edexcel Level 6 NVQ Diploma in Construction Contracting

Operations Management – Surveying – Learners must complete all units in group D1 to achieve 78 credits and a minimum of 10 credits from group D2 to achieve a minimum total of 88 credits

Edexcel Level 6 NVQ Diploma in Construction Contracting

Operations Management – General – Learners must complete all units in group E1 to achieve 36 credits and a minimum of 46 credits from group E2 to achieve a minimum total of 82 credits

P – Pathways

Learners must select one pathway

Credit value required: Minimum 82.

A – Estimating pathway

Learners must complete all units in group A1 and then complete additional units from group A2 to achieve a minimum total of 88 credits

This group represents a pathway.

Credit value required: minimum 88.

A1 – Mandatory units

Credit value required: minimum 78.

- F/600/7432 - maintain health, safety and welfare systems in construction
- L/600/7434 - manage the performance of teams and individuals in construction
- H/600/7441 - chair meetings and take decisions in construction
- M/600/7443 - enhance working relationships in construction
- F/600/7446 - identify, assess and evaluate project requirements in construction
- L/600/7465 - obtain tenders and appoint successful contractors in construction
- R/600/7466 - evaluate enquiries and submit tenders in construction

A2 – Optional units

Credit value required: minimum 10.

- A/600/7431 - plan measured surveys in construction
- A/600/7445 - ascertain the condition of property in construction
- R/600/7449 - develop and agree detailed project designs in construction
- K/600/7456 - specify and control production documents in construction
- M/600/7457 - prepare procurement schedules and programmes of works in construction
- M/600/7460 - implement strategic and integrated supply chain management and sourcing partnerships in construction
- D/600/7468 - evaluate and confirm work methods and programme in construction
- H/600/7469 - analyse, monitor and optimise materials, plant and services in construction
- Y/600/7470 - control contract work in construction
- D/600/7471 - optimise and control contract progress and costs in construction
- H/600/7472 - prepare and agree contract accounts and claims in construction

B – Buying pathway

Learners must complete all units in group B1 to achieve 84 credits and then complete option units from group B2 to achieve a minimum total of 94 credits.

This group represents a pathway.

Credit value required: minimum 94.

B1 – Mandatory units

Credit value required: minimum 84.

F/600/7432 - maintain health, safety and welfare systems in construction

L/600/7434 - manage the performance of teams and individuals in construction

H/600/7441 - chair meetings and take decisions in construction

M/600/7443 - enhance working relationships in construction

F/600/7446 - identify, assess and evaluate project requirements in construction

M/600/7460 - implement strategic and integrated supply chain management and sourcing partnerships in construction

H/600/7469 - analyse, monitor and optimise materials, plant and services in construction

B2 – Optional units

Credit value required: minimum 10.

A/600/7431 - plan measured surveys in construction

A/600/7445 - ascertain the condition of property in construction

R/600/7449 - develop and agree detailed project designs in construction

K/600/7456 - specify and control production documents in construction

M/600/7457 - prepare procurement schedules and programmes of works in construction

L/600/7465 - obtain tenders and appoint successful contractors in construction

R/600/7466 - evaluate enquiries and submit tenders in construction

D/600/7468 - evaluate and confirm work methods and programme in construction

Y/600/7470 - control contract work in construction

D/600/7471 - optimise and control contract progress and costs in construction

H/600/7472 - prepare and agree contract accounts and claims in construction

C – Planning pathway

Learners must complete all units in group C1 to achieve 84 credits and then complete additional units from group C2 to achieve a minimum total of 94 credits.

This group represents a pathway.

Credit value required: minimum 94.

C1 – Mandatory

Credit value required: minimum 84.

F/600/7432 - maintain health, safety and welfare systems in construction

L/600/7434 - manage the performance of teams and individuals in construction

H/600/7441 - chair meetings and take decisions in construction

M/600/7443 - enhance working relationships in construction

F/600/7446 - identify, assess and evaluate project requirements in construction

M/600/7457 - prepare procurement schedules and programmes of works in construction

D/600/7468 - evaluate and confirm work methods and programme in construction

C2 – Optional units

Credit value required: minimum 10.

A/600/7431 - plan measured surveys in construction

A/600/7445 - ascertain the condition of property in construction

R/600/7449 - develop and agree detailed project designs in construction

K/600/7456 - specify and control production documents in construction

M/600/7460 - implement strategic and integrated supply chain management and sourcing partnerships in construction

L/600/7465 - obtain tenders and appoint successful contractors in construction

R/600/7466 - evaluate enquiries and submit tenders in construction

H/600/7469 - analyse, monitor and optimise materials, plant and services in construction

Y/600/7470 - control contract work in construction

D/600/7471 - optimise and control contract progress and costs in construction

H/600/7472 - prepare and agree contract accounts and claims in construction

D – Surveying pathway

Learners must complete all units in group D1 to achieve 78 credits and then complete option units from group D2 to achieve a minimum total of 88 credits

This group represents a pathway.

Credit value required: minimum 88.

D1 – Mandatory units

Credit value required: minimum 42.

- F/600/7432 - maintain health, safety and welfare systems in construction
- L/600/7434 - manage the performance of teams and individuals in construction
- H/600/7441 - chair meetings and take decisions in construction
- M/600/7443 - enhance working relationships in construction
- K/600/7456 - specify and control production documents in construction
- D/600/7471 - optimise and control contract progress and costs in construction
- H/600/7472 - prepare and agree contract accounts and claims in construction

D2 – Optional units

Credit value required: minimum 10.

- A/600/7431 - plan measured surveys in construction
- A/600/7445 - ascertain the condition of property in construction
- F/600/7446 - identify, assess and evaluate project requirements in construction
- R/600/7449 - develop and agree detailed project designs in construction
- M/600/7457 - prepare procurement schedules and programmes of works in construction
- M/600/7460 - implement strategic and integrated supply chain management and sourcing partnerships in construction
- L/600/7465 - obtain tenders and appoint successful contractors in construction
- R/600/7466 - evaluate enquiries and submit tenders in construction
- D/600/7468 - evaluate and confirm work methods and programme in construction
- H/600/7469 - analyse, monitor and optimise materials, plant and services in construction
- Y/600/7470 - control contract work in construction

E – General pathway

Learners must complete all units in group E1 to achieve 66 credits and then complete option units from group E2 to achieve a minimum total of 82 credits.

This group represents a pathway.

Credit value required: minimum 82.

E1 – Mandatory Units

Credit value required: minimum 36.

- F/600/7432 - maintain health, safety and welfare systems in construction
- L/600/7434 - manage the performance of teams and individuals in construction
- H/600/7441 - chair meetings and take decisions in construction
- M/600/7443 - enhance working relationships in construction

E2 – Optional units

Credit value required: minimum 46.

- A/600/7431 - plan measured surveys in construction
- A/600/7445 - ascertain the condition of property in construction
- F/600/7446 - identify, assess and evaluate project requirements in construction
- R/600/7449 - develop and agree detailed project designs in construction
- K/600/7456 - specify and control production documents in construction
- M/600/7457 - prepare procurement schedules and programmes of works in construction
- M/600/7460 - implement strategic and integrated supply chain management and sourcing partnerships in construction
- L/600/7465 - obtain tenders and appoint successful contractors in construction
- R/600/7466 - evaluate enquiries and submit tenders in construction
- D/600/7468 - evaluate and confirm work methods and programme in construction
- H/600/7469 - analyse, monitor and optimise materials, plant and services in construction
- Y/600/7470 - control contract work in construction
- D/600/7471 - optimise and control contract progress and costs in construction
- H/600/7472 - prepare and agree contract accounts and claims in construction

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified Learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the Assessment Requirements/strategy for the sector, or
- as part of a training programme.

Assessment Requirements/Strategy

The Assessment requirements/strategy for this qualification has been included in *Annexe E*. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Additional requirements

The Joint Awarding Body and the SSC Working Practices Group have identified Additional requirements that are needed to assess and quality assure qualifications placed on the QCF that use NVQ within their title. These requirements are shown in *Annexe D: Additional requirements for Qualifications that use the title NVQ within the QCF*.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already been approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

This qualification is designed to support learners working in the construction and the built environment sector. Physical resources need to support the delivery of the qualification and the assessment of the Learning outcomes and must be of industry standard.

Centres must meet any specific resource requirements outlined in *Annexe E: Assessment Requirements/Strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Maintain health, safety and welfare systems in construction

Unit reference number: F/600/7432

QCF level: 6

Credit value: 10

Guided learning hours: 40

Unit summary

This unit is about health, safety and welfare policy and its implementation within an organisation. It applies to the workplace whether a site, workshop, office or elsewhere.

You will need to promote a culture of health, safety and welfare and ensure that induction has taken place. You will need to check systems regularly, record/report information, identify possible improvements, make recommendations and implement systems.

You will need to identify hazards, obtain and review information relating to them and assess risks. You will need to apply the protection and prevention principles, identify any residual risks and pass on information relating to them.

You will need to identify the necessary resources and promote and maintain risk reduction.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets relates to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Workplace:

- office
- workshop
- factory
- warehouse
- site.

2 Induction:

- health and safety responsibilities
- work operations
- health, safety and welfare equipment and resources
- risk control procedures
- first aid arrangements
- health and safety plans.

3 People:

- workforce
- visitors.

4 Statutory:

- prescribed notices
- certificates
- Certificate of Insurance
- safety signs.

Learning outcomes 3 and 4:

1 Hazards

- falls from height
- slips, trips and falls (same level)
- hit by falling or moving objects
- manual handling
- health issues
- power sources
- hazardous substances
- trapped by something collapsing or overturning
- confined spaces
- fire.

2 Workplace:

- office
- workshop
- factory
- warehouse
- site.

3 Factors:

- injury to people
- cause of ill health
- damage of property
- adversely affect the built environment
- cost.

4 Assessing:

- likelihood of occurrence
- severity of harm incurred.

5 Risks:

- high
- medium
- low.

6 Principles of prevention and protection:

- eliminate
- control at source
- cumulative protection
- manage
- personal protection equipment.

Learning outcomes 5 and 6:

1 Workplace:

- office
- workshop
- factory
- warehouse
- site.

2 Risks:

- high
- medium
- low.

3 Methods:

- eliminate
- control at source
- cumulative protection
- manage
- personal protection equipment.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrating competence.

- 1 Records of inducting and check the competence of people in the workplace including promoting a culture of health, safety and welfare and recommending opportunities for improvements
(1.1, 1.2) [1.1, 1.2, 1.3]
- 2 Records of implement systems which include the meeting of statutory requirements for the identification and reduction of hazards, the reporting of accidents and emergencies and preventing recurrences, any special workplace conditions and non-complying situations
(1.3, 1.4, 1.5) [1.1, 1.3, 1.4]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item that is considered to be common and key/critical to demonstrating competence.

- 1 Identified hazards arising from work products, processes and equipment, identified residual risks, applied principles of prevention and protection
(ALL) [ALL]

Simulations are not considered to be acceptable for producing evidence for this Element.

Process evidence: not applicable

Learning outcome 5:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrating competence.

- 1 Records of the appropriate health and safety plan which include details of the risks, and risk reduction methods as planned (5.1, 5.2) [ALL]
- 2 Records of implemented and maintained risk reduction methods (5.3, 5.4) [5.2, 5.3]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain health, safety and welfare in the workplace</p>	<p>1.1 promote a culture of health, safety and welfare in the workplace and identify and recommend opportunities for improvements</p> <p>1.2 ensure that induction has taken place and check the competence of people in the workplace</p> <p>1.3 implement systems which meet statutory requirements for identifying and reducing hazards and reporting accidents and emergencies and preventing recurrences</p> <p>1.4 check health, safety and welfare systems regularly, in accordance with statutory requirements, and identify and record any special workplace conditions and situations which do not comply</p> <p>1.5 make recommendations for improving the work environment clearly and promptly to people</p>			
<p>2 Understand how to maintain health, safety and welfare in the workplace</p>	<p>2.1 propose how to promote a culture of health, safety and welfare in the workplace and identify and recommend opportunities for improvements</p> <p>2.2 explain how to ensure that induction has taken place and check the competence of people in the workplace</p> <p>2.3 explain how to implement systems which meet statutory requirements for identifying and reducing hazards and report accidents and emergencies and prevent recurrences</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 explain how to check health, safety and welfare systems regularly, in accordance with statutory requirements, and identify and record any special workplace conditions and situations which do not comply</p> <p>2.5 propose how to make recommendations for improving the work environment clearly and promptly to people</p>			
<p>3 Be able to identify hazards and assess risks in the workplace</p>	<p>3.1 identify the hazards in the workplace arising from work products, processes and equipment</p> <p>3.2 obtain and review information on any factors relating to the hazards</p> <p>3.3 assess the significant risks</p> <p>3.4 apply the principles of prevention and protection</p> <p>3.5 identify the residual risks</p> <p>3.6 check that resulting information on significant residual risks is provided to the appropriate people</p>			
<p>4 Understand how to identify hazards and assess risks in the workplace</p>	<p>4.1 describe how to identify the hazards in the workplace arising from work products, processes and equipment</p> <p>4.2 explain how to obtain and review information on any factors relating to the hazards</p> <p>4.3 examine how to assess the significant risks</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.4 explain how to apply the principles of prevention and protection 4.5 describe how to identify the residual risks 4.6 explain how to check that resulting information on significant residual risks is provided to the appropriate people			
5 Be able to identify and implement methods and procedures to reduce risk	5.1 identify the requirements of the appropriate health and safety plan in the workplace 5.2 identify the resources and activities that are necessary to implement the risk reduction methods 5.3 implement and maintain risk reduction methods and procedures 5.4 utilise opportunities to promote the implementation of the risk reduction methods			
6 Understand how to identify and implement methods and procedures to reduce risk	6.1 describe how to identify the requirements of the appropriate health and safety plan in the workplace 6.2 describe how to identify the resources and activities that are necessary to implement the risk reduction methods 6.3 explain how to implement and maintain risk reduction methods and procedures 6.4 explain how to utilise opportunities to promote the implementation of the risk reduction methods			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 2: Manage the performance of teams and individuals in construction

Unit reference number: L/600/7434

QCF level: 6

Credit value: 10

Guided learning hours: 30

Unit summary

This unit is about allocating work to team members, agreeing objectives with them, assessing their performance and providing feedback.

You will need to allocate work to team members taking full account of their abilities and recommendations and ensure that they have sufficient information and also understand their responsibilities. You will need to ensure that their continuing understanding, their agreement of priorities and inform them of changes.

You will need to work with team members to develop their own objectives and work plans, ensuring that they are consistent with their abilities, are sufficiently detailed, and that they meet organisational objectives and are realistic and achievable. You will need to ensure that they understand the plans and are committed to them, and to offer advice and guidance as necessary and update plans as required.

You will need to ensure that the team members understand monitoring and assessment processes and in conjunction with them, carry out meaningful assessments taking account of their personal circumstances and organisational requirements.

You will need to provide team members with feedback regarding their performance that is clear and constructive, sensitive to their needs and maintains confidentiality. You will need to give them the opportunity to respond and make recommendations regarding improvement.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Allocate work in the contexts of:

- normal working
- emergencies.

2 Information:

- spoken
- written
- graphical.

3 Relevant People:

- team members
- colleagues working at the same level as yourself
- higher-level managers or sponsors
- customers
- suppliers.

Learning outcomes 3 and 4:

1 Team members:

- people for whom you have line responsibility
- people for whom you have functional responsibility.

2 Objectives and work plans:

- short-term
- medium-term
- long-term.

3 Organisational constraints:

- organisational objectives
- organisational policies
- resources.

Learning outcomes 5 and 6:

1 Purpose:

- assuring that objectives have been achieved
- assuring that quality and customer requirements have been met
- appraising team or individual performance
- assessing performance for reward
- recognise competent performance and achievement.

2 Monitor and assessment:

- specific to one activity or objective
- general to overall performance of the team or individual.

3 Information:

- qualitative
- quantitative.

4 Organisational constraints:

- organisational objectives
- organisational policies
- resources.

Learning outcomes 7 and 8:

1 Feedback:

- positive
- negative
- spoken
- written.

2 Situation:

- during normal day-to-day activities
- when required to maintain motivation, morale and effectiveness
- during formal appraisals
- at team meetings and briefings
- during confidential discussions of work.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

- 1 You must also show evidence that you reach agreement with at least two types of relevant people (ALL) [1.3]
- 2 You must show evidence that you make allocations covering both contexts (1.1, 1.2, 1.3, 1.4) [1.1]
- 3 You must show evidence that you provide at least two types of information (1.6) [1.2]

- 4 You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of information and relevant people. (ALL)
[1.2, 1.3]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

- 1 You must show evidence that you involve and plan work with at least one type of team member. (3.1, 3.4, 3.5) [3.1]
- 2 You must show evidence that you agree at least two types of objectives and work plans (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8) [3.2]
- 3 You must also show evidence that you take account of all of the types of organisational constraints (3.3) [3.3]
- 4 You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of team member, and objectives and work plans (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8) [3.1, 3.2, 3.3]

Process evidence: not applicable

Learning outcome 5:

Product evidence:

- 1 You must also show evidence that you take account of all types of organisational constraints (5.6) [5.4]
- 2 You must show evidence that you use at least one type of monitor and assessment (5.1, 5.2, 5.3, 5.5, 5.6) [5.2]
- 3 You must show evidence that you use both types of information (5.4) [5.3]
- 4 You must show evidence that your assessments have at least two types of purpose (5.1) [5.1]
- 5 You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of purpose, monitoring and assessment (5.1, 5.2, 5.3, 5.4, 5.5, 5.6) [5.1, 5.2, 5.3, 5.4]

Process evidence: not applicable

Learning outcome 7:**Product evidence:**

- 1 You must also show evidence that you give feedback in at least three types of situation (7.1) [7.2]
- 2 You must show evidence that you give both types of feedback (7.1, 7.2, 7.3, 7.4, 7.5) [7.1]
- 3 You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of situation. (ALL) [7.2]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to allocate work to teams and individuals</p>	<p>1.1 give opportunities to your team members for recommending how you should allocate work within the team</p> <p>1.2 allocate work, making the best use of your team's resources and the abilities of all its members</p> <p>1.3 allocate work, provide your team members with suitable learning opportunities to meet their personal development objectives</p> <p>1.4 allocate work consistently with your team's objectives, and the objectives, policies and values of your organisation</p> <p>1.5 clearly define the responsibilities of your team and its individual members, and the limits of their authority</p> <p>1.6 provide sufficient information when allocate work in a manner and at a level and pace appropriate to the individuals concerned</p> <p>1.7 confirm team and individual understanding of, and commitment to, work allocations at appropriate intervals</p> <p>1.8 reach agreement with relevant people on the prioritisation of objectives or reallocation of resources, where team resources are insufficient</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.9 inform your team and its members of changes to work allocations in a way which minimises the impact on time, cost and inconvenience			
2 Understand how to allocate work to teams and individuals	2.1 explain how to give opportunities to your team members for recommending how you should allocate work within the team 2.2 explain how to allocate work, making the best use of your team's resources and the abilities of all its members 2.3 explain how to allocate work, provide your team members with suitable learning opportunities to meet their personal development objectives 2.4 explain how to allocate work consistently with your team's objectives, and the objectives, policies and values of your organisation 2.5 evaluate how to clearly define the responsibilities of your team and its individual members, and the limits of their authority 2.6 explain how to provide sufficient information when allocate work in a manner and at a level and pace appropriate to the individuals concerned 2.7 explain how to confirm team and individual understanding of, and commitment to, work allocations at appropriate intervals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 evaluate how to reach agreement with relevant people on the prioritisation of objectives or reallocation of resources, where team resources are insufficient</p> <p>2.9 explain how to inform your team and its members of changes to work allocations in a way which minimises the impact on time, cost and inconvenience</p>			
<p>3 Be able to agree objectives and work plans with teams and individuals</p>	<p>3.1 give opportunities to your team members to help in defining their own objectives and work plans</p> <p>3.2 develop objectives and work plans which are consistent with team and organisational objectives and agree these with all personnel in your area of responsibility</p> <p>3.3 ensure the objectives, work plans and schedules are realistic and achievable within organisational constraints</p> <p>3.4 ensure the objectives and work plans take account of team members' abilities and development needs</p> <p>3.5 explain the objectives and work plans in sufficient detail and at a level and pace appropriate to your individual team members</p> <p>3.6 confirm team and individual understanding of, and commitment to, objectives and work plans at appropriate intervals</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.7 provide advice and guidance on how to achieve objectives in sufficient detail and at times appropriate to the needs of teams and individuals</p> <p>3.8 update the objectives and work plans regularly and take account of any individual, team and organisational changes</p>			
<p>4 Understand how to agree objectives and work plans with teams and individuals</p>	<p>4.1 explain how to give opportunities to your team members to help in defining their own objectives and work plans</p> <p>4.2 propose how to develop objectives and work plans which are consistent with team and organisational objectives and agree these with all personnel in your area of responsibility</p> <p>4.3 explain how to ensure the objectives, work plans and schedules are realistic and achievable within organisational constraints</p> <p>4.4 explain how to ensure the objectives and work plans take account of team members' abilities and development needs</p> <p>4.5 explain how to explain the objectives and work plans in sufficient detail and at a level and pace appropriate to your individual team members</p> <p>4.6 explain how to confirm team and individual understanding of, and commitment to, objectives and work plans at appropriate intervals</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to assess the performance of teams and individuals</p>	<p>4.7 propose how to provide advice and guidance on how to achieve objectives in sufficient detail and at times appropriate to the needs of teams and individuals</p> <p>4.8 explain how to update the objectives and work plans regularly and take account of any individual, team and organisational changes</p> <p>5.1 clearly explaining the purpose of monitor and assessment to all those involved</p> <p>5.2 give opportunities to teams and individuals to monitor and assess their own performance against objectives and work plans</p> <p>5.3 monitor the performance of teams and individuals at times most likely to maintain and improve effective performance</p> <p>5.4 assess the performance of teams and individuals based on sufficient, valid and reliable information</p> <p>5.5 carry out your assessments objectively against clear, agreed criteria</p> <p>5.6 ensure assessments take due account of the personal circumstances of team members and the organisational constraints on their work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to assess the performance of teams and individuals</p>	<p>6.1 explain how to clearly explain the purpose of monitor and assessment to all those involved</p> <p>6.2 explain how to give opportunities to teams and individuals to monitor and assess their own performance against objectives and work plans</p> <p>6.3 examine how to monitor the performance of teams and individuals at times most likely to maintain and improve effective performance</p> <p>6.4 examine how to assess the performance of teams and individuals based on sufficient, valid and reliable information</p> <p>6.5 explain how to carry out your assessments objectively against clear, agreed criteria</p> <p>6.6 explain how to ensure assessments take due account of the personal circumstances of team members and the organisational constraints on their work</p>			
<p>7 Be able to provide feedback to teams and individuals on their performance</p>	<p>7.1 provide feedback to teams and individuals in a situation and in a form and manner most likely to maintain and improve their performance</p> <p>7.2 provide feedback which is clear and is based on your objective assessment of their performance against agreed objectives</p> <p>7.3 provide feedback which acknowledges your team member's achievements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 give feedback which provides your team members with constructive suggestions and encouragement for improving future performance against their work and development objectives</p> <p>7.5 provide feedback in a way which shows respect for individuals and the need for confidentiality</p> <p>7.6 give opportunities to teams and individuals to respond to feedback, and recommend how they could improve their performance in the future</p>			
<p>8 Understand how to provide feedback to teams and individuals on their performance</p>	<p>8.1 examine how to provide feedback to teams and individuals in a situation and in a form and manner most likely to maintain and improve their performance</p> <p>8.2 propose how to provide feedback which is clear and is based on your objective assessment of their performance against agreed objectives</p> <p>8.3 propose to provide feedback which acknowledges your team member's achievements</p> <p>8.4 propose how to give feedback which provides your team members with constructive suggestions and encouragement for improving future performance against their work and development objectives</p> <p>8.5 propose how to provide feedback in a way which shows respect for individuals and the need for confidentiality</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.6 propose how to give opportunities to teams and individuals to respond to feedback, and recommend how they could improve their performance in the future			

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Date: _____

Date: _____

Date: _____

Unit 3: Chair meetings and take decisions in construction

Unit reference number: H/600/7441

QCF level: 5

Credit value: 8

Guided learning hours: 20

Unit summary

This unit is about chairing meetings and analysing information and making decisions based on the conclusions from the analysis.

You will need to circulate appropriate information prior to the meeting and ensure that those attending the meeting agree the meeting objectives. You will need to allocate time for discussion, and keep within it, ensure that contributions are useful, clearly summarising them at appropriate times, confirm decisions and recommendations and seek feedback to improve future meetings.

You will need to select and analyse information, based on identified objectives, using suitable methods and then develop clear conclusions. You will need to present your results and record the work that led to the decisions.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets relates to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Purpose:

- information given
- consultation
- decision making.

2 Meeting:

- involving people from within your organisation
- involving people outside your organisation.

Learning outcomes 3 and 4:

1 Analysis:

- formal and planned
- informal and ad hoc.

2 Information:

- qualitative
- quantitative.

3 Decisions:

- affecting operational performance
- affecting organisational policy.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

- 1 You must also show evidence of leading both types of meeting (1.1, 1.2, 1.4, 1.6, 1.7, 1.10) [1.2]
- 2 You must prove that you chair meetings to the National Standard of competence (ALL) [ALL]
- 3 You must show evidence of leading meetings with all types of objective (1.1, 1.2, 1.7) [1.1]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

- 1 You must also show evidence that you take at least one type of decision (3.1, 3.2, 3.4) [3.3]
- 2 You must also show evidence that you use both types of information (3.2, 3.4) [3.2]
- 3 You must show evidence that you carry out both types of analysis (3.3, 3.6, 3.7) [3.1]
- 4 You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in taking both types of decision (3.1, 3.2, 3.4, 3.7) [3.3]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to chair meetings	<p>1.1 give people, appropriate to the purpose of the meeting, sufficient notice and information to allow them to contribute effectively</p> <p>1.2 ensure that everyone attending the meeting agrees the objective of the meeting at the start</p> <p>1.3 allocate discussion time to topics consistently with their importance, urgency and complexity</p> <p>1.4 maintain a style of leadership which helps those attending the meeting to make useful contributions</p> <p>1.5 discourage unhelpful arguments and digressions</p> <p>1.6 present information and provide summaries clearly at appropriate points during the meeting</p> <p>1.7 ensure that meetings achieve their objectives within the allocated time</p> <p>1.8 ensure that agreed, decisions and recommendations fall within the groups authority</p> <p>1.9 give clear, accurate and concise information about decisions and recommendations to those who need it</p> <p>1.10 seek feedback from those attending and use this to improve the effectiveness of future meetings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to chair meetings</p>	<p>2.1 explain how to give people, appropriate to the purpose of the meeting, sufficient notice and information to allow them to contribute effectively</p> <p>2.2 explain how to ensure that everyone attending the meeting agrees the objective of the meeting at the start</p> <p>2.3 explain how to allocate discussion time to topics consistently with their importance, urgency and complexity</p> <p>2.4 explain how to maintain a style of leadership which helps those attending the meeting to make useful contributions</p> <p>2.5 explain how to discourage unhelpful arguments and digressions</p> <p>2.6 explain how to present information and provide summaries clearly at appropriate points during the meeting</p> <p>2.7 explain how to ensure that meetings achieve their objectives within the allocated time</p> <p>2.8 explain how to ensure that agreed, decisions and recommendations fall within the groups authority</p> <p>2.9 explain how to give clear, accurate and concise information about decisions and recommendations to those who need it</p> <p>2.10 explain how to seek feedback from those attending and use this to improve the effectiveness of future meetings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to analyse information for decision making	<p>3.1 identify objectives for your analysis which are clear and consistent with the decisions you need to make</p> <p>3.2 select information which is accurate, relevant to the objectives, and sufficient to arrive at reliable decisions</p> <p>3.3 use methods of analysis which are suitable to achieve the objectives</p> <p>3.4 analyse the information correctly, identify patterns and trends significant to the decisions you need to take</p> <p>3.5 develop clear conclusions which you support with reasoned arguments and appropriate evidence</p> <p>3.6 present the results of your analysis, differentiate clearly between fact and opinion</p> <p>3.7 maintain records of your analysis which are sufficient to show the assumptions and decisions made at each stage</p>			
4 Understand how to analyse information for decision making	<p>4.1 describe how to identify objectives for your analysis which are clear and consistent with the decisions you need to make</p> <p>4.2 evaluate how to select information which is accurate, relevant to the objectives, and sufficient to arrive at reliable decisions</p> <p>4.3 explain how to use methods of analysis which are suitable to achieve the objectives</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 examine how to analyse the information correctly, identify patterns and trends significant to the decisions you need to take</p> <p>4.5 propose how to develop clear conclusions which you support with reasoned arguments and appropriate evidence</p> <p>4.6 explain how to present the results of your analysis, differentiate clearly between fact and opinion</p> <p>4.7 explain how to maintain records of your analysis which are sufficient to show the assumptions and decisions made at each stage</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: Enhance working relationships in construction

Unit reference number: M/600/7443

QCF level: 5

Credit value: 8

Guided learning hours: 20

Unit summary

This unit is about developing, maintaining and enhancing the trust and support of colleagues, those to whom you report and people who benefit from your work. It is also about personal development.

You will need to develop and maintain effective relationships offering timely relevant information and helpful sensitive advice. You will need to present clear, timely proposals appropriately detailed. You will need to acknowledge objections and resolve conflicts sensitively.

You will need to review your own performance, both by yourself and with your line manager, and identify personal development needs forming these into a development plan. You will need to undertake development activities, record progress and re-review your performance.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Working relationships:

- formal
- informal.

2 People:

- those commissioning work
- employers
- employees
- clients and customers
- statutory bodies
- users
- professional consultants
- contractors
- consultants
- partners
- general public
- community groups
- suppliers of products and services
- government agencies.

3 Promote goodwill and trust:

- demonstrating a duty of care
- ethical relationships
- professional independence
- honouring promises and undertakings
- honest relationships
- constructive relationships.

4 Instructing, provide guidance, presenting and acknowledge:

- orally
- in writing
- use graphics
- electronically.

5 Work activities:

- progress
- results
- achievements
- emerging threats
- risks
- opportunities.

Learning outcomes 3 and 4:

1 Aims and objectives:

- preparation for career development
- intellectual challenge
- need for updating
- need to provide evidence of vocational competence
- compliance with employer and professional requirements
- promotion or job change
- awareness of shortcomings.

2 Personal development:

- maintenance of existing competence
- improvements to existing competence
- development of new competence
- commitment to vocational excellence.

3 Sources of support and guidance:

- national/industry bodies
- Professional Institutions
- education and training providers
- in house.

4 Benchmarks of competence:

- job descriptions
- professional institution requirements
- industry national occupational standards.

5 Development plan includes:

- priorities
- target dates
- development activities.

6 Development activities:

- formal courses
- research
- work experience
- personal study.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Instructions given and guidance provided about work activities (1.1, 1.2, 1.3, 1.6) [ALL]
- 2 Proposal(s) presented, including clarification and alternatives suggested (1.1, 1.4, 1.5, 1.6) [1.1, 1.2, 1.3, 1.4]

Process evidence:

- 1 Instructions, guidance and presentations (ALL) [ALL]

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Records of personal development aims and objectives which include sources of support and guidance and selected benchmarks of competence and reviews and updating (3.1, 3.2, 3.3, 3.8)
- 2 Profiles of present competence identified against benchmarks of competence (3.4) [3.4]
- 3 Development plans which include identified development needs (3.4, 3.5) [3.5]
- 4 Records of developed progress achievement and evidence of competence identified against benchmarks of competence (3.6, 3.7) [3.4, 3.6]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to enhance relationships with people who benefit from one's work</p>	<p>1.1 develop and maintain working relationships with people which promote goodwill and trust</p> <p>1.2 instruct people about work activities in an appropriate level of detail and with an appropriate degree of urgency</p> <p>1.3 provide guidance and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments</p> <p>1.4 present proposals for action clearly to people at an appropriate time and with the right level of detail for the degree of change, expenditure and risk involved</p> <p>1.5 acknowledge objections to proposals and suggest alternative proposals</p> <p>1.6 resolve conflicts and differences of opinion in ways which minimise offence and maintain goodwill, trust and respect</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to enhance relationships with people who benefit from one's work</p>	<p>2.1 propose how to develop and maintain working relationships with people which promote goodwill and trust</p> <p>2.2 explain how to instruct people about work activities in an appropriate level of detail and with an appropriate degree of urgency</p> <p>2.3 propose how to provide guidance and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments</p> <p>2.4 explain how to present proposals for action clearly to people at an appropriate time and with the right level of detail for the degree of change, expenditure and risk involved</p> <p>2.5 explain how to acknowledge objections to proposals and suggest alternative proposals</p> <p>2.6 propose how to resolve conflicts and differences of opinion in ways which minimise offence and maintain goodwill, trust and respect</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to undertake personal development in the occupational practice area</p>	<p>3.1 define the personal aims and objectives for undertaking personal development</p> <p>3.2 identify and contact sources of support and guidance for undertaking personal development</p> <p>3.3 identify and select relevant benchmarks of competence against which personal development can be measured</p> <p>3.4 analyse the current personal level of performance against the identified benchmarks of competence and record a profile of present competence and personal development needs</p> <p>3.5 prepare a development plan for achieving identified development needs</p> <p>3.6 undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities</p> <p>3.7 measure achievement of identified development needs and record evidence of competence gained against the identified benchmarks of competence</p> <p>3.8 review the cycle of personal development aims and objectives and revise and update aims and objectives to suit changing circumstances</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to undertake personal development in the occupational practice area</p>	<p>4.1 evaluate how to define the personal aims and objectives for undertaking personal development</p> <p>4.2 describe how to identify and contact sources of support and guidance for undertaking personal development</p> <p>4.3 describe how to identify and select relevant benchmarks of competence against which personal development can be measured</p> <p>4.4 examine how to analyse the current personal level of performance against the identified benchmarks of competence and record a profile of present competence and personal development needs</p> <p>4.5 explain how to prepare a development plan for achieving identified development needs</p> <p>4.6 evaluate how to undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities</p> <p>4.7 explain how to measure achievement of identified development needs and record evidence of competence gained against the identified benchmarks of competence</p> <p>4.8 examine how to review the cycle of personal development aims and objectives and revise and update aims and objectives to suit changing circumstances</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 5: Identify, assess and evaluate project requirements in construction

Unit reference number: F/600/7446

QCF level: 6

Credit value: 18

Guided learning hours: 50

Unit summary

This unit is about the procurement and use of resources. You will need to identify and agree goals and priorities with the project stakeholders. You will also need to identify the function and performance requirements for the project. You will need to clarify, summarise and present the project requirements and stakeholder preferences. You will need to challenge any preferences which are not realistic and decide valid options.

You will need to identify where resources will be needed and how to obtain them. You will then need to analyse the factors which will influence the procurement and use of resources. You will also need to check that resources have been estimated and that opportunities and constraints have been evaluated and presented to decision makers. You will also need to produce a report on the procurement and use of resources.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Agree:

- direct with a client
- by negotiation and agreement with a partnering team.

2 Project stakeholders:

- the client
- the client's financial advisers
- design consultants
- potential contractors
- potential subcontractors and suppliers
- potential investors
- funding agencies
- independent client advisers
- user groups.

3 Goals and priorities:

- quantity
- quality
- cost
- time
- development
- improvement
- use
- whole life costs
- environmental impact and sustainability
- security.

4 Clarify the project stakeholders' requirements by:

- reference to standard documentation
- checklists
- client consultation
- questionnaires
- comparative field research
- market research.

5 Constraints and risks

- cost
- time
- health and safety
- the environment.

6 Presenting:

- orally
- in writing
- graphically
- electronically.

Learning outcomes 3 and 4:

1 Identify by:

- standard lists and procedures
- investigative research.

2 Resources:

- plant
- labour
- materials
- subcontractors.

3 Factors which will influence the procurement of resources:

- forms of contract
- availability
- cost
- insurances
- time and period required
- transport
- delivery dates
- recoverable costs
- discounts
- service support
- environmental impact and sustainability
- political sensitivities
- legal and regulatory constraints on access and use
- permits
- sustainability.

4 Factors which will influence the use of resources:

- people
- use of materials
- sustainability
- equipment
- construction methods
- contracting methods
- quantity
- quality standards
- climate
- legal and regulatory constraints
- health, safety and welfare
- infrastructure.

5 Presenting:

- orally
- in writing
- graphically
- electronically.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Summary(ies) of stakeholder goals, priorities and requirements (1.1, 1.2, 1.3, 1.4) [ALL]
- 2 Options agreed in writing (1.5) [1.2]

Process evidence:

- 1 Presentation(s) of the summary(ies) of requirements and preferences (1.4) [1.2, 1.6]

Learning outcome 3:
Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Report(s) on the procurement and use of resources which include: areas of development where resources will be needed; investigations to quantify the resources; costs programmes and statements of purpose; influencing factors; potential opportunities and constraints; impact; checks of estimated resources; calculations; amendments to reflect feedback (ALL) [ALL]

Simulations are not considered to be acceptable for producing evidence for this Element.

Process evidence:

- 1 Presentation(s) of evaluation report(s) (3.5) [3.5]

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify, assess and agree project requirements and stakeholder preferences	<p>1.1 identify and agree with project stakeholders what their goals and priorities are both now and for the future</p> <p>1.2 identify the function and performance requirements for the project</p> <p>1.3 clarify the project stakeholder's requirements, the options available and the constraints and risks which might apply to the project</p> <p>1.4 summarise and present the project requirements and stakeholders' preferences</p> <p>1.5 challenge project requirements and stakeholders preferences which do not appear to be realistic, decide valid options and agree them in writing</p>			
2 Understand how to identify, assess and agree project requirements and stakeholder preferences	<p>2.1 describe how to identify and agree with project stakeholders what their goals and priorities are both now and for the future</p> <p>2.2 describe how to identify the function and performance requirements for the project</p> <p>2.3 explain how to clarify the project stakeholder's requirements, the options available and the constraints and risks which might apply to the project</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to identify, assess and evaluate resource procurement factors	<p>2.4 explain how to summarise and present the project requirements and stakeholders' preferences</p> <p>2.5 examine how to challenge project requirements and stakeholders preferences which do not appear to be realistic, decide valid options and agree them in writing</p> <p>3.1 identify the areas of the development where resources will be needed and plan an investigation to quantify the resources and to decide where to obtain them</p> <p>3.2 agree realistic costs, programmes and clear statements of purpose for investigation with the stakeholders</p> <p>3.3 analyse the factors which will influence the procurement and use of resources, identify potential opportunities and constraints and assessing the impact these might have on the practicability and efficiency of the development process</p> <p>3.4 check that the resources that will be needed have been estimated, summarise potential opportunities and constraints and evaluate how these will affect both the financing and the programming of the project</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.5 present the calculations and evaluation to decision makers, note their advice and amend the evaluation to reflect the feedback received</p> <p>3.6 produce a report on the procurement and use of resources which will enable a procurement strategy to be implemented</p>			
<p>4 Understand how to identify, assess and evaluate resource procurement factors</p>	<p>4.1 describe how to identify the areas of the development where resources will be needed and plan an investigation to quantify the resources and to decide where to obtain them</p> <p>4.2 evaluate how to agree realistic costs, programmes and clear statements of purpose for investigation with the stakeholders</p> <p>4.3 examine how to analyse the factors which will influence the procurement and use of resources, identify potential opportunities and constraints and assess the impact these might have on the practicability and efficiency of the development process</p> <p>4.4 explain how to check that the resources that will be needed have been estimated, summarise potential opportunities and constraints and evaluate how these will affect both the financing and the programming of the project</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 explain how to present the calculations and evaluation to decision makers, note their advice and amend the evaluation to reflect the feedback received</p> <p>4.6 explain how to produce a report on the procurement and use of resources which will enable a procurement strategy to be implemented</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 6: Obtain tenders and appoint successful contractors in construction

Unit reference number: L/600/7465

QCF level: 6

Credit value: 12

Guided learning hours: 30

Unit summary

This unit is about shortlisting and selecting appropriate tenderers. It is also the about the review and amendment of tender documents and ensuring that addendums are issued.

You will need to identify bills of quantities which are suitable and evaluate options against relevant criteria. You will also need to select options for bills of quantities. You will then need to forecast the prime cost, provisional sums and contingencies and prepare a bill of preliminaries. You will also need to check final drafts.

You will need to select an appropriate tender. You will also need to review tender documents to ensure that they cover the scope of work and also ensure that tender documents are issued. You will also need to investigate any errors reported by tenderers, amend tender documents and ensure that addendums are reissued.

You will need to acknowledge and evaluate tenders against the criteria and modify and repeat tendering processes if necessary. You will need to choose the best tenderers to appoint them formally and notify unsuccessful tenderers. You will also need to negotiate and agree any variations, adjustments and corrections with tenderer(s) subject to contract.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Tenderers:

- contractors
- sub/works/trade contractors
- suppliers
- consultants.

2 Evidence:

- documentary
- references
- interview.

3 Selection criteria:

- quality and delivery record
- perceived added value (including reputation of potential contractors)
- acceptability of known sub-contracting arrangements
- acceptability to client
- financial resources
- references from previous clients and bankers
- health and safety
- competence of people
- resources (human, materials, facilities)
- insurance
- environmental policy and management
- competitiveness.

Learning outcomes 3 and 4:

1 Bills:

- trade
- elemental
- operational
- approximate
- schedules of rates.

2 Procurement:

- competitive tender – limited competition
- open competition (including advertising)
- non- competitive – negotiation
- serial award
- partnering.

3 Relevant criteria:

- cost of production
- time in preparation
- suitability to the contract
- form of project procurement
- intended purpose.

Learning outcomes 5 and 6:

1 Tender:

- open competitive
- two stage
- two envelope
- selected list
- negotiated.

2 Tender documents

- invitation to tender
- form of tender
- returns procedure
- surveys
- specifications
- drawings
- schedules
- bills of quantities
- health and safety plans
- scope of services
- terms and conditions
- schedules of rates.

3 Tenderers:

- contractors
- sub/works/trade contractors
- suppliers
- consultant.

Learning outcomes 7 and 8:

1 Tenderers:

- contractors
- sub/works/trade contractors
- suppliers
- consultants.

2 Criteria

- tender compliance
- quality
- technical viability
- timescale
- cost (budgets, rates)
- loading and cash flow
- policies which offer added value
- any variations, adjustments and corrections.

3 Variations, adjustments and corrections:

- price
- quantity
- quality
- standards
- carriage and delivery
- completion
- maintenance
- after sales service
- method of payment
- terms of payment
- contract conditions
- scope of service
- terms and conditions.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and routine to demonstrate competence.

- 1 Record(s) of pre-qualification tender enquiries sent to potential tenderers (1.1, 1.2, 1.3) [1.1, 1.2, 1.3]
- 2 Evaluation(s) of potential tenderers (1.4, 1.5) [1.1, 1.3]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and routine to demonstrate competence.

- 1 Bill(s) which include: evaluated and selected options; forecasts of prime cost, provisional sums and contingencies; bill of preliminaries, checks and approvals (ALL) [ALL]

Simulations are not considered to be acceptable for producing evidence for this Element.

Process evidence: not applicable

Learning outcome 5:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and routine to demonstrate competence.

- 1 Tender document(s) (5.1, 5.2, 5.3) [5.1, 5.2]
- 2 Record(s) of tender documents reviewed and issued including (5.2, 5.3, 5.4) [ALL]

Process evidence: not applicable

Learning outcome 7:
Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and routine to demonstrate competence:

- 1 Acknowledgements and evaluation(s) of tenders amendments and checks against the agreed criteria (7.1, 7.3) [7.1, 7.2]
- 2 Records showing repeated tendering processes (7.2) [7.1]
- 3 Records of chosen tender (7.4) [7.1]
- 4 Records of negotiations including any variations, adjustments and corrections made (7.5) [7.3]
- 5 Records of notifications to tenderers. (7.6) [7.1]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to shortlist tenderers	<p>1.1 develop a select list of potential tenderers able to meet the contract criteria and decide how many to invite.</p> <p>1.2 choose selection criteria which are suitable to weight and rate performance for the type of work described in the tender</p> <p>1.3 send pre-qualification tender enquiries to potential tenderers, for them to provide evidence about their experience, capability and availability to carry out the work</p> <p>1.4 evaluate potential tenderers who respond to the prequalification enquiry against the selection criteria, in order to short list tenderers</p> <p>1.5 confirm that the selected tenderers are willing to bid and if necessary refer to the original longlist</p>			
2 Understand how to shortlist tenderers	<p>2.1 propose how to develop a select list of potential tenderers able to meet the contract criteria and decide how many to invite</p> <p>2.2 evaluate how to choose selection criteria which are suitable to weight and rate performance for the type of work described in the tender</p> <p>2.3 explain how to send pre-qualification tender enquiries to potential tenderers, for them to provide evidence about their experience, capability and availability to carry out the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 evaluate potential tenderers who respond to the prequalification enquiry against the selection criteria, in order to short list tenderers</p> <p>2.5 explain how to confirm that the selected tenderers are willing to bid and if necessary refer to the original longlist</p>			
<p>3 Be able to select bills of quantities</p>	<p>3.1 identify bills of quantities which are suitable for the type of procurement and evaluate the options against relevant criteria</p> <p>3.2 select valid options for bills of quantities, discuss them with the client and other people who have an interest and agree a form</p> <p>3.3 forecast the prime cost, provisional sums and contingencies so that they can be included in the bills of quantities</p> <p>3.4 prepare an accurate bill of preliminaries which describes the needs of the contractor and the client</p> <p>3.5 check the final drafts and approving those which are accurate for production and printing</p>			
<p>4 Understand how to select bills of quantities</p>	<p>4.1 describe how to identify bills of quantities which are suitable for the type of procurement and evaluate the options against relevant criteria</p> <p>4.2 evaluate how to select valid options for bills of quantities, discuss them with the client and other people who have an interest and agree a form</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.3 examine how to forecast the prime cost, provisional sums and contingencies so that they can be included in the bills of quantities</p> <p>4.4 explain how to prepare an accurate bill of preliminaries which describes the needs of the contractor and the client</p> <p>4.5 explain how to check the final drafts and approve those which are accurate for production and printing</p>			
5 Be able to obtain tenders	<p>5.1 select an appropriate type of tender</p> <p>5.2 review tender documents to ensure that they cover the scope of the works and contract requirements</p> <p>5.3 ensure that all required tender documents are issued in accordance with agreed procedures</p> <p>5.4 investigate any errors, omissions and ambiguities which are reported by tenderers and amend the tender documents to correct them and ensure that addendums are re-issued</p> <p>5.5 agree and implement action when tenderers withdraw from the process</p>			
6 Understand how to obtain tenders	<p>6.1 evaluate how to select an appropriate type of tender</p> <p>6.2 examine how to review tender documents to ensure that they cover the scope of the works and contract requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.3 explain how to ensure that all required tender documents are issued in accordance with agreed procedures</p> <p>6.4 examine how to investigate any errors, omissions and ambiguities which are reported by tenderers and amend the tender documents to correct them and ensure that addendums are re-issued</p> <p>6.5 evaluate how to agree and implement action when tenderers withdraw from the process</p>			
<p>7 Be able to evaluate tenders and appoint contractors</p>	<p>7.1 acknowledge and evaluate the tenders received against the agreed criteria</p> <p>7.2 modify and repeat the tendering processes if too few tenders are received in order to show that there has been adequate competition</p> <p>7.3 check with tenderers if any discrepancies, omissions and errors are found in the tenders, and make any amendments which tenderers authorise</p> <p>7.4 choose the tender which best meets the criteria</p> <p>7.5 negotiate and agree any variations, adjustments and corrections with the most appropriate tenderer(s) and confirm them in writing, subject to contract</p> <p>7.6 appoint the successful tenderer formally and notify tenderers who have been unsuccessful, about the result</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand how to evaluate tenders and appoint contractors</p>	<p>8.1 explain how to acknowledge and evaluate the tenders received against the agreed criteria</p> <p>8.2 explain how to modify and repeat the tendering processes if too few tenders are received in order to show that there has been adequate competition</p> <p>8.3 explain how to check with tenderer(s) if any discrepancies, omissions and errors are found in the tenders, and make any amendments which tenderers authorise</p> <p>8.4 evaluate how to choose the tender which best meets the criteria</p> <p>8.5 propose how to negotiate and agree any variations, adjustments and corrections with the most appropriate tenderer(s) and confirm them in writing, subject to contract</p> <p>8.6 evaluate how to appoint the successful tenderer formally and notify tenderers who have been unsuccessful, about the result</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 7: Evaluate enquiries and submit tenders in construction

Unit reference number: R/600/7466

QCF level: 6

Credit value: 12

Guided learning hours: 30

Unit summary

This unit is about evaluating the organisation's resources to meet tender requirements and the submission of tenders.

You will need to evaluate the tender documents against agreed criteria and assess the organisation's resources to meet the tender requirements. You will then need to identify and resolve points of concern and contractual and legal issues with the tender, investigate the tender documents within budgets and tender time limits, drawing objective conclusions whether to make a bid.

You will need to identify and evaluate risks and opportunities involved in the submission of a successful tender. You will then need to modify costs to take into account any external factors and also recommend a profit margin and payment schedule. You will also need to check that the tender is complete and accurate, then to present and support the tender to maximise its acceptability. You will need to collate and submit tender information in accordance with procurement requirements.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Tender – type:

- contractor
- sub/works/trade contractor
- supply
- consultancy.

2 Tender requirements:

- construction
- installation and maintenance work
- supply of goods and materials
- consultancy services.

3 Legal issues:

- plan
- health and safety
- environmental
- ownership
- common law rights
- European Union requirements
- form of contracts.

4 Points of concern:

- discrepancies within enquiry information
- tender procedure requirements
- quantitative requirements
- qualitative requirements
- contractual requirements.

5 Tender documents – type:

- invitation to tender
- form of tender
- returns procedure
- survey reports
- specifications
- drawings
- bills of quantities
- health and safety plans
- scope of services
- terms and conditions
- schedule of rates.

6 Agreed criteria:

- financial
- viability of tendering information
- current workload
- type of work
- competence of people
- timescale
- social policies
- environmental impact
- location
- practical completion.

Learning outcomes 3 and 4:

1 Risks and opportunities:

- environmental
- financial and market
- political
- technical
- health and safety
- reputation
- competence of people
- time and resources.

2 Tender

- contracting
- sub/works/trade contracting
- supply
- consultancy.

3 Alternatives and/or qualifications:

- specifications and materials
- methods of construction
- services
- time-scales
- supply options
- price offer options.

4 Tender requirements:

- construction
- installation and maintenance work
- supply of goods and materials
- consultancy services.

5 External Factors:

- variations over time
- geographic location
- statutory and contractual requirements
- special working conditions and methods
- special resourcing conditions.

6 Presenting:

- orally
- in writing
- graphically
- use computer models.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Evaluations of tender documents which include points of concern, assessment of capability to meet the requirements, contractual and legal issues, conclusions (ALL) [ALL]

Simulations are not considered to be acceptable for producing evidence for this Element.

Process evidence: not applicable

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Tender submission(s) (ALL) [ALL]

Simulations are not considered to be acceptable for producing evidence for this Element.

Process evidence:

- 1 Presentation(s) and support of tender(s) which include evaluations of risks and opportunities, specified alternatives, profit margin, payment schedule (3.1, 3.2, 3.4, 3.6) [3.2, 3.3, 3.6]

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs'.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to evaluate tender enquiry documentation	<p>1.1 evaluate the tender documents against the agreed criteria and assess whether the organisation is capable of meeting the tender requirements and has enough resources to do so</p> <p>1.2 identify and resolve any points of concern in the tender</p> <p>1.3 identify and assess any contractual and legal issues which might affect the project</p> <p>1.4 investigate the tender documents within budgets and tender time limits</p> <p>1.5 draw accurate conclusions about tender requirements within the limits of the tender information which is available, and which provide an objective basis for making a decision on whether to make a bid</p>			
2 Understand how to evaluate tender enquiry documentation	<p>2.1 evaluate how the tender documents against the agreed criteria and assess whether the organisation is capable of meeting the tender requirements and has enough resources to do so</p> <p>2.2 describe how to identify and resolve any points of concern in the tender</p> <p>2.3 describe how to identify and assess any contractual and legal issues which might affect the project</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to finalise and submit a tender	<p>2.4 examine how to investigate the tender documents within budgets and tender time limits</p> <p>2.5 evaluate how to draw accurate conclusions about tender requirements within the limits of the tender information which is available, and which provide an objective basis for making a decision on whether to make a bid</p> <p>3.1 identify and evaluate, realistically, the risks and opportunities involved in a successful tender</p> <p>3.2 identify and specify any alternatives and/or qualifications to the original tender requirements to optimise the tender</p> <p>3.3 modify the costs to take into account any external factors which may affect the cost projections</p> <p>3.4 recommend a profit margin and payment schedule which meets the objectives and strategy of the organisation</p> <p>3.5 check that the tender is complete and accurate and conforms to house style and make any necessary modifications</p> <p>3.6 present and support the tender in a manner which maximises its acceptability</p> <p>3.7 collate, arrange and submit tender information in accordance with procurement requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to finalise and submit a tender</p>	<p>4.1 describe how to identify and evaluate, realistically, the risks and opportunities involved in a successful tender</p> <p>4.2 describe how to identify and specify any alternatives and/or qualifications to the original tender requirements to optimise the tender</p> <p>4.3 explain how to modify the costs to take into account any external factors which may affect the cost projections 4.4 propose how to recommend a profit margin and payment schedule which meets the objectives and strategy of the organisation</p> <p>4.5 explain how to check that the tender is complete and accurate and conforms to house style and make any necessary modifications</p> <p>4.6 explain how to present and support the tender in a manner which maximises its acceptability</p> <p>4.7 explain how to collate, arrange and submit tender information in accordance with procurement requirements</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Plan measured surveys in construction

Unit reference number: A/600/7431

QCF level: 6

Credit value: 14

Guided learning hours: 40

Unit summary

This unit is about identifying what outputs are required from the survey and choosing appropriate survey methods and selecting people to carry out the work.

You will need to identify the data needed required from the survey.

You will need to analyse and assess existing information and investigate any access problems. You will also need to choose survey methods and commission people and organisations to carry out the survey.

You will need to assess any constraints which may affect the planning of the survey. You will also need to obtain permissions from owners of the sites and legal authorities, estimate the costs of the survey, plan and schedule surveys and identify and implement quality assurance and safety standards.

You will need to identify the factors for investigation, selecting any critical aspects of the site and surrounding area. You will need to summarise priorities and costs in an investigation brief. You will need to contact people and organisations affected by the investigation.

You will need to choose methods and techniques for the investigation. You will need to identify, collect, and collate the investigation data and analyse and evaluate it. You will need to identify and record the opportunities and constraints and assess previous solutions to similar problems. You will need to present the findings and important factors; and also assemble any supporting data which is not included in the report.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Survey – method:

- visual
- approximate measured
- detailed measurement of all specified features
- graphic
- instrumental.

2 Existing information:

- photographs
- maps
- charts
- drawings
- archive records
- legal documents.

Learning outcomes 3 and 4:

1 Information:

- photographs
- maps
- charts
- drawings
- archive records
- legal documents.

2 Survey:

- visual
- approximate measured
- detailed measurement of all specified features
- graphic
- instrumental.

Learning outcomes 5 and 6:

1 Factors for investigation:

- historical
- conservation
- social
- visual and spatial
- ecological and environmental
- construction.

Learning outcomes 7 and 8:

1 Methods and techniques for the investigation:

- documentary and record search
- investigative research
- field research.

2 Data:

- photographs
- maps
- charts
- drawings
- archive records
- legal documents
- surveys.

3 Factors

- historical
- conservation
- social
- visual and spatial
- ecological and environmental
- construction.

4 Opportunities and constraints:

- project type, purpose, location
- durability
- occupancy
- significance/status
- legal and regulatory constraints
- physical and technical constraints
- health and safety
- anticipated development timetable
- environmental quality and sustainability.

5 Presenting:

- orally
- in writing
- graphically
- electronically

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of a preliminary investigation which identifies the data requirements and an assessment of existing information and needs (1.1, 1.2, 1.3) [ALL]
- 2 Records of survey methods chosen (1.4) [1.2]
- 3 Records of commissioned surveys (1.5) [1.1, 1.2]

Process evidence: not applicable

Learning outcome 3:**Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrating competence.

- 1 Plan(s) and schedule(s) for survey(s); assessed constraints; expert advice; permissions; cost estimates; identified quality assurance and safety standards (ALL) [ALL]
- 2 Method statement(s), programme(s) and budget(s) for survey(s) (3.5) [3.2]

Process evidence: not applicable**Learning outcome 5:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrating competence.

- 1 Investigation brief(s) including significant factors; critical aspects of site and surroundings; priorities; time and costs (5.1, 5.2, 5.3) [5.1]
- 2 Record(s) of permissions and insurance (5.4, 5.5)
- 3 Record(s) of commissioning investigations (5.7) [5.1]
- 4 Specification(s) for contractor(s) (5.7)

Process evidence:

- 1 Discussion(s) and meeting(s) (5.1) [5.1]

Learning outcome 7:**Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrating competence.

- 1 Evaluation(s) of investigation data (7.1, 7.2, 7.3) [7.1, 7.2, 7.3]
- 2 Summary(ies) of problems provided to experts (7.4) [7.3, 7.4]
- 3 Findings from investigations which include: opportunities and constraints for project development options; previous solutions; factors; supporting data (7.5, 7.6, 7.7, 7.8, 7.9) [7.2, 7.3, 7.4, 7.5]

Process evidence:

1 Presentation(s) of the evaluation report (7.7) [7.3, 7.5]

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify survey requirements	<p>1.1 identify what data is needed, how detailed the data needs to be and what data outputs are required from the survey</p> <p>1.2 analyse and assess how accurate, up to date and complete the existing information is, and decide what additional information is needed</p> <p>1.3 make a preliminary investigation to identify any access problems and equipment which will be needed, and assess the implications for the survey</p> <p>1.4 choose survey methods which are suitable for the type of survey and the site</p> <p>1.5 commission surveys by selecting people and organisations who are competent to do the work</p>			
2 Understand how to identify survey requirements	<p>2.1 describe how to identify what data is needed, how detailed the data needs to be and what data outputs are required from the survey</p> <p>2.2 examine how to analyse and assess how accurate, up to date and complete the existing information is, and decide what additional information is needed</p> <p>2.3 examine how to make a preliminary investigation to identify any access problems and equipment which will be needed, and assess the implications for the survey</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 evaluate how to choose survey methods which are suitable for the type of survey and the site</p> <p>2.5 evaluate how to commission surveys by selecting people and organisations who are competent to do the work</p>			
<p>3 Be able to select survey processes and operations</p>	<p>3.1 assess any constraints which might affect the plan of the survey and limit the processes which are selected</p> <p>3.2 consult with experts for advice where additional, specialist information is needed</p> <p>3.3 ask for and obtain permission to carry out the survey from owners of sites who will be affected and from any legal authorities which have to be notified</p> <p>3.4 estimate, accurately, and justify the cost of the survey</p> <p>3.5 develop a clear and concise method statement, a programme and a budget for the survey, and agree them with the stakeholders</p> <p>3.6 plan the surveys which will be needed and schedule them to meet the requirements of the project</p> <p>3.7 identify and implement quality assurance and safety standards which are suitable for the survey</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to select survey processes and operations</p>	<p>4.1 examine how to assess any constraints which might affect the plan of the survey and limit the processes which are selected</p> <p>4.2 explain how to consult with experts for advice where additional, specialist information is needed</p> <p>4.3 explain how to ask for and obtain permission to carry out the survey from owners of sites who will be affected and from any legal authorities which have to be notified</p> <p>4.4 examine how to estimate, accurately, and justify the cost of the survey</p> <p>4.5 propose how to develop a clear and concise method statement, a programme and a budget for the survey, and agree them with the stakeholders</p> <p>4.6 propose how to plan the surveys which will be needed and schedule them to meet the requirements of the project</p> <p>4.7 describe how to identify and implement quality assurance and safety standards which are suitable for the survey</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to identify investigation requirements</p>	<p>5.1 identify the factors for investigation that may be significant for the planned development by; examining documents, setting up and facilitating discussions and meetings</p> <p>5.2 select the critical aspects of both the site and the surrounding areas which require investigation and prioritise them</p> <p>5.3 agree the priorities for investigation, and accurate estimate of the time and costs involved, and summarise both the priorities and estimates in an investigation brief</p> <p>5.4 obtain any permission(s) that will be needed to carry out the investigation and confirm that they are valid before the investigation starts</p> <p>5.5 check and confirm that insurance has been taken out to provide full cover against accidents and negligence</p> <p>5.6 contact people and organisations who will be affected by the investigation, provide them with clear and accurate information and ask for their cooperation</p> <p>5.7 commission investigations by selecting people and organisations who are competent to do the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to identify investigation requirements</p>	<p>6.1 describe how to identify the factors for investigation that may be significant for the planned development by; examining documents, setting up and facilitating discussions and meetings</p> <p>6.2 evaluate how to select the critical aspects of both the site and the surrounding areas which require investigation and prioritise them</p> <p>6.3 evaluate how to agree the priorities for investigation, an accurate estimate of the time and costs involved, and summarise both the priorities and estimates in an investigation brief</p> <p>6.4 explain how to obtain any permission(s) that will be needed to carry out the investigation and confirm that they are valid before the investigation starts</p> <p>6.5 explain how to check and confirm that insurance has been taken out to provide full cover against accidents and negligence</p> <p>6.6 explain how to contact people and organisations who will be affected by the investigation, provide them with clear and accurate information and ask for their cooperation</p> <p>6.7 evaluate how to commission investigations by selecting people and organisations who are competent to do the work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Be able to investigate and evaluate project factors</p>	<p>7.1 choose methods and techniques for the investigation which are valid, reliable, consistent with legal requirements and which recognise concerns raised by the public</p> <p>7.2 identify investigation sources and collect and collate relevant data</p> <p>7.3 analyse and evaluate the investigation data which has been collected about all of the significant factors affecting the project development</p> <p>7.4 consult with experts on specific problems which are relevant to the investigation by provide them with an accurate summary of the problems</p> <p>7.5 identify and accurately record the opportunities and constraints for project development options</p> <p>7.6 identify and assess previous solutions which are similar to the current circumstances to see whether they are relevant and useful</p> <p>7.7 present accurate findings which clearly describe all the important factors</p> <p>7.8 state clearly the authority for assumptions and projections used in the report</p> <p>7.9 assemble any supporting data which is relevant to the study, but which is not included in the report, store it safely and index it clearly for future reference</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Understand how to investigate and evaluate project factors</p>	<p>8.1 evaluate how to choose methods and techniques for the investigation which are valid, reliable, consistent with legal requirements and which recognise concerns raised by the public</p> <p>8.2 describe how to identify investigation sources and collect and collate relevant data</p> <p>8.3 examine how to analyse and evaluate the investigation data which has been collected about all of the significant factors affecting the project development</p> <p>8.4 explain how to consult with experts on specific problems which are relevant to the investigation by providing them with an accurate summary of the problems</p> <p>8.5 describe how to identify and accurately record the opportunities and constraints for project development options</p> <p>8.6 describe how to identify and assess previous solutions which are similar to the current circumstances to see whether they are relevant and useful</p> <p>8.7 explain how to present accurate findings which clearly describe all the important factors</p> <p>8.8 explain how to state clearly the authority for assumptions and projections used in the report</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.9 explain how to assemble any support data which is relevant to the study, but which is not included in the report, store it safely and index it clearly for future reference.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Ascertain the condition of property in construction

Unit reference number: A/600/7445

QCF level: 6

Credit value: 12

Guided learning hours: 30

Unit summary

This unit is about assessing the condition of property and recommending a condition survey process.

You will need to select and evaluate relevant information methods and techniques for the condition survey process. You will also need to recommend a condition survey process and present it to the client. You will then need to assess the opinions of other people included in the recommendation and agree and confirm the instructions for the condition survey before the work starts.

You will need to evaluate data to identify the purpose of the inspection. You will need to check and confirm that people affected by condition inspection have given their permission. You will need to examine actual and potential causes of failure and identify parts of the property which do not conform to statutory requirements.

You will need to assemble and collate information on the condition survey. You will also need to select evaluation methods and techniques appropriate to the type of property. You will then need to select evidence for the assessment of condition, analyse evidence and information with causes of failure and deterioration identified.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Information and documents – sources:

- land registry
- local search
- statutory notice
- acts of parliament
- local authority.

2 Condition survey:

- letting
- compensation
- insurance
- dilapidation
- tenant right
- condition
- estimate.

3 Relevant information:

- legal
- physical
- previous surveys
- technical
- historical.

4 Significant factors:

- degree of urgency
- gaps in information
- susceptibility to damage
- safety requirements.

Learning outcomes 3 and 4:

1 Data – sources:

- the client
- land registry
- local search
- tenants
- occupiers
- local authorities.

2 Condition inspection:

- letting
- compensation
- insurance
- dilapidation
- tenant right
- condition
- estimate.

3 Record:

- in writing
- graphically
- electronically.

4 Conventions:

- relevant professional bodies' guidance
- in house
- health and safety legislation
- industry standards and legislation.

Learning outcomes 5 and 6:

1 Information – sources:

- the client
- land registry
- local search
- tenants
- occupiers
- survey data
- local authorities
- industry standards and legislation
- published technical data.

2 Condition survey:

- letting
- compensation
- insurance
- dilapidation
- tenant right
- condition
- estimate.

3 Evaluation methods and techniques:

- comparison
- quantitative
- qualitative
- risk assessment.

4 Report:

- in writing
- graphically
- electronically.

5 Necessary remedial work due to:

- susceptibility to damage
- safety requirements
- need to inhibit deterioration
- minimum legal standards
- in-house standards.

6 Relevant factors:

- costs
- specialist reports.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrating competence.

- 1 Evaluation(s) of information, advice and significant factors which include objectives and purpose, selected methods and techniques (1.1, 1.2, 1.3, 1.4, 1.5) [ALL]
- 2 Recommendation(s) for condition survey processes which, include assessments of the status and validity of others' opinions and judgements (1.6, 1.7) [1.2]
- 3 Instruction(s) and agreement(s) for condition survey(s) (1.8) [1.2]

Process evidence:

- 1 Presentation(s) and agreement(s) for condition survey(s) (1.8) [1.2]

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Evaluation(s) of available and additional data (3.1, 3.4) [3.1]
- 2 Record(s) of inspection(s) which include equipment, resources and advice obtained, permissions, observations and measurements, agreed formats and conventions (3.1, 3.2, 3.3) [3.2, 3.3, 3.4]
- 3 Record(s) of further investigation(s) to identify the cause of inconsistencies and actual and potential causes of failure and deterioration (3.5, 3.6) [3.1, 3.2]
- 4 Record(s) of parts of the property that do not conform to statutory requirements (3.7) [3.3, 3.4]

Process evidence: not applicable

Learning outcome 5:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrating competence.

- 1 Condition survey which includes evaluations of collated information use appropriate methods and techniques, analysed evidence, identified causes of failure and deterioration, specified level of condition, recommended remedial work, qualifications and explanations (ALL) [ALL]
- 2 Record(s) of responses to client's questions (5.8) [5.2]
- 3 Internal record(s) (5.9) [5.1]

Process evidence:

- 1 Response(s) and clarification given to clients (5.8) [5.2]

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to recommend and agree a condition survey process</p>	<p>1.1 collate available information and documents and identify the objectives and purpose of the condition survey</p> <p>1.2 select valid, accurate and relevant information for the condition survey process</p> <p>1.3 identify the levels and types of professional support which will be needed and brief advisers with clear and accurate summaries of the information available</p> <p>1.4 select methods and techniques for the condition survey process which meet the requirements of relevant professional codes of practice</p> <p>1.5 evaluate relevant information and advice and identify significant factors which may influence the condition survey</p> <p>1.6 recommend a condition survey process which is justified by the evaluation, present it clearly and explain it to the client in a manner which promotes goodwill and trust</p> <p>1.7 assess the validity of the opinions of other people which are included in the recommendation</p> <p>1.8 agree and confirm the instructions and agreements for the condition survey before work starts</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to recommend and agree a condition survey process</p>	<p>2.1 explain how to collate available information and documents and identify the objectives and purpose of the condition survey</p> <p>2.2 evaluate how to select valid, accurate and relevant information for the condition survey process</p> <p>2.3 describe how to identify the levels and types of professional support which will be needed and brief advisers with clear and accurate summaries of the information available</p> <p>2.4 evaluate how to select methods and techniques for the condition survey process which meet the requirements of relevant professional codes of practice</p> <p>2.5 evaluate relevant information and advice and identify significant factors which may influence the condition survey</p> <p>2.6 propose how to recommend a condition survey process which is justified by the evaluation, present it clearly and explain it to the client in a manner which promotes goodwill and trust</p> <p>2.7 examine how to assess the validity of the opinions of other people which are included in the recommendation</p> <p>2.8 evaluate how to agree and confirm the instructions and agreements for the condition survey before work starts</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to investigate property for condition</p>	<p>3.1 evaluate available data, identify the purpose of the inspection and obtaining the equipment and resources and specialist advice that will be needed</p> <p>3.2 check and confirm, before starting the condition inspection, that people who will be affected have given their permission</p> <p>3.3 take accurate observations and measurements which are necessary for the condition inspection and record them clearly, accurately and completely use agreed formats and conventions</p> <p>3.4 identify gaps in information and obtain additional data needed about the property and its use</p> <p>3.5 make further investigations when observations are inconsistent with existing data and expected findings, and accurately identify the cause of inconsistencies</p> <p>3.6 examine actual and potential causes of failure and deterioration</p> <p>3.7 identify and record parts of the property which do not conform to statutory requirements and circulate the findings to people who have an interest</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to investigate property for condition</p>	<p>4.1 evaluate available data, identify the purpose of the inspection and obtain the equipment and resources and specialist advice that will be needed</p> <p>4.2 explain how to check and confirm, before starting the condition inspection, that people who will be affected have given their permission</p> <p>4.3 explain how to take accurate observations and measurements which are necessary for the condition inspection and record them clearly, accurately and completely use agreed formats and conventions</p> <p>4.4 describe how to identify gaps in information and obtain additional data needed about the property and its use</p> <p>4.5 examine how to make further investigations when observations are inconsistent with exist data and expected finds, and accurately identify the cause of inconsistencies</p> <p>4.6 examine actual and potential causes of failure and deterioration</p> <p>4.7 describe how to identify and record parts of the property which do not conform to statutory requirements and circulate the findings to people who have an interest</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to prepare and present condition survey reports and records</p>	<p>5.1 assemble and collate information on the condition survey</p> <p>5.2 select evaluation methods and techniques which are appropriate to the type of property and which meet the requirements of professional standards and codes of practice</p> <p>5.3 select evidence for the assessment of condition which is accurate, complete and relevant to the requirements of the condition survey process</p> <p>5.4 analyse all relevant evidence and information use appropriate methods and techniques and make a realistic assessment of condition</p> <p>5.5 identify causes of failure and deterioration</p> <p>5.6 prepare a condition survey report which is accurate, complete, meets relevant codes of practice and standards, clearly specifies the level of condition, recommends any necessary remedial work, and is qualified by any relevant factors</p> <p>5.7 explain clearly where and why accurate inspection and measurement has not been possible</p> <p>5.8 answer the client's questions about the condition survey and give appropriate clarification</p> <p>5.9 maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to prepare and present condition survey reports and records</p>	<p>6.1 explain how to assemble and collate information on the condition survey</p> <p>6.2 evaluate how to select evaluation methods and techniques which are appropriate to the type of property and which meet the requirements of professional standards and codes of practice</p> <p>6.3 evaluate how to select evidence for the assessment of condition which is accurate, complete and relevant to the requirements of the condition survey process</p> <p>6.4 examine how to analyse all relevant evidence and information use appropriate methods and techniques and make a realistic assessment of condition</p> <p>6.5 describe how to identify causes of failure and deterioration</p> <p>6.6 explain how to prepare a condition survey report which is accurate, complete, meets relevant codes of practice and standards, clearly specifies the level of condition, recommends any necessary remedial work, and is qualified by any relevant factors</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.7 explain clearly where and why accurate inspection and measurement has not been possible			
	6.8 explain how to answer the client's questions about the condition survey and give appropriate clarification			
	6.9 explain how to maintain records which are clear, accurate and complete and conform to accepted professional and statutory requirements			

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____
(if sampled)

Date: _____

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Date: _____

Unit 10: Develop and agree detailed project designs in construction

Unit reference number: R/600/7449

QCF level: 6

Credit value: 20

Guided learning hours: 50

Unit summary

This unit is about choosing methods for developing detailed designs. It is also about selecting, investigating and analysing the construction and installation criteria and selecting products and design solutions to meet the requirements of the brief.

You will need to select and decide the importance of the construction and installation requirements contained in the brief. You will need to investigate and analyse the construction and installation criteria and select products and processes which meet them. You will then need to assess existing design solutions; choose solutions and evaluate them against the requirements of the project brief.

You will need to identify and analyse factors that will influence the detailed design solutions, agree and apply criteria for selecting design solutions. You will also need to evaluate the effectiveness of design solutions; analyse and test design solutions against relevant factors; record data from calculations, investigations and analyses. You will then need to select preferred designs and present them to stakeholders.

You will need to recommend, present and justify the benefits of the preferred design solution to project stakeholders. You will also need to confirm what the costs and implementation time for the design solution. You will also need to reach agreement with stakeholders on the detailed design solution.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Parts of the overall project design:

- location
- assembly
- component.

2 Format for presenting the detailed design information:

- in writing
- graphically
- electronically.

3 Stakeholders:

- the client
- consultants
- potential contractors
- potential subcontractors and suppliers
- regulatory authorities.

4 Evaluation

- fitness for purpose
- design coherence and consistency
- visual and spatial
- functional performance
- technical performance
- requirements of relevant legislation and codes
- cost
- environmental quality and sustainability
- buildability
- health and safety
- KPIs
- lean construction
- value engineering.

5 Methods:

- comparison with regulations
- conformance with codes of practice
- relevant previous solutions and feedback
- calculations
- full size working drawings
- investigations
- testing.

Learning outcomes 3 and 4:

1 Construction and installation requirements contained in the project brief:

- client and user context
- project type
- purpose
- location
- durability
- scale
- occupancy
- legal and regulatory constraints
- programme budget and anticipated development timetable
- surrounding environment
- specified materials and component performance standards
- specified technical performance standards
- available and projected technology
- health and safety
- buildability.

2 Construction and installation criteria which are significant to the overall design:

- construction processes and quality control
- materials appearance, availability and sustainability
- structural forms
- component life
- heating and cooling
- energy use
- surface type and durability
- occupancy
- health and safety
- fire protection
- access
- equipment performance
- resource availability
- transportation
- risk assessment.

3 Products:

- raw materials
- manufactured materials
- components
- systems.

4 Standards:

- British Standards and Codes of Practice
- BBA certificates
- EU Standards
- trade advisory guidance publications
- BRE publications
- CIRIA publications.

Learning outcomes 5 and 6:

1 Identify:

- standard lists and procedures
- investigative research.

2 Factors:

- physical conditions
- technical (including materials performance and availability, structural forms, component life, heating and cooling, surface type and durability, occupancy, health and safety, fire protection, access, equipment performance, plant availability, human resource availability, transportation)
- environmental (sustainability, energy use, resource availability).

3 Data:

- identified construction criteria
- existing design solutions
- potential conceptual solutions.

4 Criteria:

- function
- physical
- fit and tolerances
- practicality and buildability
- health and safety
- maintenance
- cost factors
- materials availability and capability
- environmental quality & sustainability
- aesthetics
- technical.

5 Investigations:

- comparison with regulations
- specialist guidance and good practice
- relevant previous solutions and feedback
- calculations
- full size working drawings.

Learning outcomes 7 and 8:

1 Stakeholders:

- the client
- the client's financial advisers
- consultants
- potential contractors
- potential subcontractors and suppliers
- regulatory authorities.

2 Presenting and justifying – by use:

- sketches
- scale and full size drawings
- physical models
- computer generated data
- diagrams
- mock-ups
- written reports
- cost estimates
- programming
- cash analysis
- approvals from regulatory authorities.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Records of identified parts of the overall project which require a detailed design including a chosen format for presenting the detailed design information (1.1, 1.2, 1.3) [1.1, 1.2, 1.3]
- 2 Record(s) of chosen methods for developing detailed designs and codes of practice (1.4) [1.5]

Process evidence: not applicable

Learning outcome 3:**Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Plan(s) for investigations to select construction and installation requirements and criteria and potential opportunities and constraints (3.1, 3.2, 3.3) [3.1, 3.2]
- 2 Record(s) of investigations and analyses of construction and installation criteria which are significant to the overall design (3.2, 3.3) [3.2]
- 3 Record(s) of selected products (3.4) [3.2, 3.3, 3.4]
- 4 Assessment(s) of existing design solutions and evaluations of chosen solutions (3.5, 3.6) [3.1, 3.2]

Process evidence: not applicable**Learning outcome 5:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Record(s) of agreed criteria for selecting detailed design solutions which include identified and analysed factors and data (5.1, 5.2, 5.3) [5.1, 5.2, 5.3, 5.4]
- 2 Record(s) of selected, preferred design solutions and those which might be useful in other projects (5.6, 5.7)
- 3 Record(s) of data from calculations, investigations and analyses including re-check (5.4, 5.5) [5.2, 5.5]

Process evidence:

- 1 Presentation(s) of preferred designs (5.6)

Learning outcome 7:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Information provided to project stakeholders (7.1) [7.1]
- 2 Records of presentation(s) and justification(s) of recommended design solutions (7.2, 7.3, 7.4) [7.1, 7.2]
- 3 Agreement(s) to move to the next stage of the project (7.5) [7.1]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify the methods for preparing detailed designs	<p>1.1 identify which parts of the overall project require a detailed design</p> <p>1.2 choose a format for presenting the detailed design information which meets the requirements of the stakeholders</p> <p>1.3 identify and evaluate interfaces between parts of the project design</p> <p>1.4 choose methods for developing detailed designs and associated information and codes of practice</p>			
2 Understand how to identify the methods for preparing detailed designs	<p>2.1 describe how to identify which parts of the overall project require a detailed design</p> <p>2.2 evaluate how to choose a format for presenting the detailed design information which meets the requirements of the stakeholders</p> <p>2.3 describe how to identify and evaluate interfaces between parts of the project design</p> <p>2.4 evaluate how to choose methods for developing detailed designs and associated information and codes of practice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to select materials, components and systems</p>	<p>3.1 select and decide the relative importance of construction and installation requirements which are contained in the project brief</p> <p>3.2 investigate the construction and installation criteria which are significant to the overall design and what potential opportunities and constraints there might be in meeting them</p> <p>3.3 analyse the construction and installation criteria which are significant to the overall design, both individually and in combination with other project considerations</p> <p>3.4 select products which meet the identified construction and installation criteria and standards, and which balance cost and quality</p> <p>3.5 assess whether existing design solutions which contain similar construction and installation criteria might be relevant</p> <p>3.6 choose the solutions which best meet the significant construction and installation requirements, evaluate them against the requirements of the project brief and keep records of them for the project team</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to select materials, components and systems</p>	<p>4.1 evaluate how to select and decide the relative importance of construction and installation requirements which are contained in the project brief</p> <p>4.2 examine how to investigate the construction and installation criteria which are significant to the overall design and what potential opportunities and constraints there might be in meeting them</p> <p>4.3 examine how to analyse the construction and installation criteria which are significant to the overall design, both individually and in combination with other project considerations</p> <p>4.4 evaluate how to select products which meet the identified construction and installation criteria and standards, and which balance cost and quality</p> <p>4.5 examine how to assess whether existing design solutions which contain similar construction and installation criteria might be relevant</p> <p>4.6 evaluate how to choose the solutions which best meet the significant construction and installation requirements, evaluate them against the requirements of the project brief and keep records of them for the project team</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to analyse detailed design solutions</p>	<p>5.1 identify and analyse relevant factors and data which are likely to influence the detailed design solution, assess their significance, prioritise them and resolve any conflicts between the different factors</p> <p>5.2 agree and apply criteria for selecting detailed design solutions</p> <p>5.3 calculate the relative effectiveness of different design solutions</p> <p>5.4 analyse and test the detailed design solutions against all relevant factors, and re-check the results</p> <p>5.5 record the data from calculations, investigations and analyse and pass them on for approval by others</p> <p>5.6 select the preferred designs and present them appropriately to stakeholders</p> <p>5.7 identify and record detailed design solutions which have not been selected but which might be useful in other projects</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to analyse detailed design solutions</p>	<p>6.1 explain how to identify and analyse relevant factors and data which are likely to influence the detailed design solution, assess their significance, prioritise them and resolve any conflicts between the different factors</p> <p>6.2 evaluate how to agree and apply criteria for selecting detailed design solutions</p> <p>6.3 explain how to calculate the relative effectiveness of different design solutions</p> <p>6.4 examine how to analyse and test the detailed design solutions against all relevant factors, and re-check the results</p> <p>6.5 explain how to record the data from calculations, investigations and analyse and pass them on for approval by others</p> <p>6.6 evaluate how to select the preferred designs and present them appropriately to stakeholders</p> <p>6.7 describe how to identify and record detailed design solutions which have not been selected but which might be useful in other projects</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to recommend and agree a detailed design	<p>7.1 recommend the preferred designs to the project stakeholders and provide them with enough relevant and accurate information to agree a detailed design</p> <p>7.2 present and justify the features and benefits of the recommended detailed design solution</p> <p>7.3 compare the recommended detailed design with the requirements of the detailed design brief and justify its selection</p> <p>7.4 confirm with the stakeholders what the recommended detailed design solution will cost and how long it will take to implement</p> <p>7.5 reach an agreement on the detailed design solution which is acceptable to the stakeholders and which allows the project to progress to its next stage</p>			
8 Understand how to recommend and agree a detailed design	<p>8.1 propose how to recommend the preferred designs to the project stakeholders and provide them with enough relevant and accurate information to agree a detailed design</p> <p>8.2 explain how to present and justify the features and benefits of the recommended detailed design solution</p> <p>8.3 propose how to compare the recommended detailed design with the requirements of the detailed design brief and justify its selection</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.4 explain how to confirm with the stakeholders what the recommended detailed design solution will cost and how long it will take to implement			
	8.5 evaluate how to reach an agreement on the detailed design solution which is acceptable to the stakeholders and which allows the project to progress to its next stage			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 11: Specify and control production documents in construction

Unit reference number: K/600/7456

QCF level: 6

Credit value: 18

Guided learning hours: 50

Unit summary

This unit is about developing a document production programme. It is also about preparing a specification document consistent with the current design; the identification of discrepancies and making recommendations for changes to the brief; producing progress reports and issuing documents in line with project requirements.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Controlling requirements:

- type of measurement
- cost
- time
- quality
- methods of production
- liaison requirements
- model documents and standards
- integration of data
- electronic data transfer.

2 Document:

- forms of contract
- specifications
- scale and full size working drawings
- operations and maintenance manuals
- bills of quantities
- schedules
- health and safety plans and files
- accounts
- claims.

3 Purpose:

- to obtain consents
- procurement
- contract
- production
- as built drawings.

4 Scope:

- number
- type
- format
- size.

5 Registers and records:

- incoming and outgoing drawing and document registers
- records of document approval and revision.

6 Check:

- format
- presentation
- accuracy
- technical content
- completeness
- referencing
- cross referencing and correlation with associated documents
- status.

Learning outcomes 3 and 4:

1 Purpose:

- to obtain consents
- procurement
- contract
- production.

2 Source information:

- design information
- statutory regulations
- British Standards
- codes of practice
- technical literature.

3 Referenced against:

- Standard phraseology
- Common Arrangement
- CI/SfB.

Learning outcomes 5 and 6:

1 Information about project requirements:

- project brief
- design information from earlier stages
- surveys
- reports
- statutory approvals and requirements
- cost estimates
- standards and codes of practice
- technical literature.

2 Documents:

- forms of contract
- specifications
- scale and full size working drawings
- bills of quantities
- schedules
- health and safety plans & files
- accounts
- claims
- operational and maintenance manuals.

3 Project requirements:

- to obtain consents
- procurement
- contract
- production
- as built drawings.

4 Document production requirements:

- type of measurement
- cost
- time
- quality
- methods of production
- liaison arrangements
- model documents and standards
- integration of data
- electronic data transfers.

5 Criteria:

- format
- presentation
- accuracy
- technical content
- completeness
- referencing
- cross referencing and correlation with associated documents
- status.

6 Registers and records:

- incoming and outgoing drawing and document registers
- records of document approval and revision archives.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Specification(s) of project document control requirements, including purpose and scope, registers, records and systems for monitor and controlling document production (1.1, 1.2, 1.5) [1.1, 1.3, 1.4]
- 2 Document production programme(s) including resources and production instructions (1.3, 1.4, 1.6) [1.1, 1.2]
- 3 Record(s) of systems for check, approving and integrating documents (1.7, 1.8) [1.2, 1.6]
- 4 Record(s) of procedures which have been developed for deal with discrepancies and inconsistencies in information, and delays and revisions to project information (1.8) [1.1, 1.2]
- 5 Record(s) of arrangements and contingency plans which have been developed for reporting progress in meeting the programme requirements and manage problems in document production (1.9) [1.1, 1.2]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Specification(s) which includes: purpose; consistency checks; collated sections; identified source information; technical clauses (ALL) [ALL]

Simulations are not considered to be acceptable for producing evidence for this Element.

Process evidence: not applicable

Learning outcome 5:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Record(s) of information which has been obtained, checked and assessed (5.1, 5.2, 5.3) [5.1, 5.2, 5.3, 5.4]
- 2 Record(s) of collated and checked documents (5.4) [5.2, 5.6]
- 3 Record(s) of advice given to people who are producing documents and referrals of outstanding queries (5.5, 5.6) [5.1, 5.2, 5.3]
- 4 Recommendation(s) for changes to the brief, design, specification and contract based on discrepancies which have been identified (5.7) [5.1, 5.2]
- 5 Record(s) of collated design information which has been distributed including briefings given to the client and the people responsible for producing documents (5.8) [5.1, 5.2, 5.3]
- 6 Record(s) showing checks and approvals obtained (5.9) [5.5]
- 7 Record(s) of information on progress which has been circulated (5.4) [5.4]
- 8 Registers and records of issued documents (5.11, 5.12) [5.2, 5.36]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to specify production document requirements</p>	<p>1.1 select controlling requirements for the project document programme which are suitable for the project and the resources available</p> <p>1.2 specify the purpose and scope of documents and the controlling requirements they need to meet</p> <p>1.3 develop a production programme, which meets agreed controlling requirements, to produce all the required documents in a feasible sequence of production</p> <p>1.4 specify enough resources and realistic individual targets to complete the document production programme</p> <p>1.5 set up registers, records and systems for monitoring and controlling the production of and issuing of documents which are capable of maintaining project compliance</p> <p>1.6 specify individual production instructions which are accurate, clear and complete</p> <p>1.7 develop and agree systems for checking, approving and integrating documents</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 develop and agree procedures, which are appropriate to the requirements of the project and the contract conditions, for deal with discrepancies and inconsistencies in information, and delays and revisions to project information</p> <p>1.9 develop arrangements and contingency plans for reporting progress in meeting the programme requirements and to manage document production problems</p>			
<p>2 Understand how to specify production document requirements</p>	<p>2.1 evaluate how to select controlling requirements for the project document programme which are suitable for the project and the resources available</p> <p>2.2 evaluate how to specify the purpose and scope of documents and the controlling requirements they need to meet</p> <p>2.3 propose how to develop a production programme, which meets agreed controlling requirements, to produce all the required documents in a feasible sequence of production</p> <p>2.4 evaluate how to specify enough resources and realistic individual targets to complete the document production programme</p> <p>2.5 propose how to set up registers, records and systems for monitoring and controlling the production of and issuing of documents which are capable of maintaining project compliance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare prescriptive specifications	<p>2.6 evaluate how to specify individual production instructions which are accurate, clear and complete</p> <p>2.7 propose how to develop and agree systems for checking, approving and integrating documents</p> <p>2.8 propose how to develop and agree procedures, which are appropriate to the requirements of the project and the contract conditions, for deal with discrepancies and inconsistencies in information, and delays and revisions to project information</p> <p>2.9 evaluate how to develop arrangements and contingency plans for reporting progress in meeting the programme requirements and to manage document production problems</p>			
	<p>3.1 select a type of specification document which is suitable for the purpose</p> <p>3.2 check that the specification is consistent with the designs and related documents, where separate, and that it does not include duplicate and contradictory information</p> <p>3.3 collate the sections in the specification so that they are based on elements of a type appropriate to the circumstances and requirements</p> <p>3.4 produce a specification which is based on identified, applicable, current source information</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to prepare prescriptive specifications	<p>3.5 identify where the current source information is invalid and obtain accurate and valid supplementary information</p> <p>3.6 select, draft and amend technical clauses from standard sources, which define the quality, type and standard of the materials, components and finished work</p> <p>3.7 structure the specification so that it is concise, referenced and cross-referenced accurately</p> <p>3.8 check that the specification is consistent with the current design and other design documentation, and updating it promptly and accurately when the design changes</p> <p>3.9 obtain necessary checks and approvals for the content and presentation of specifications</p>			
	<p>4.1 evaluate how to select a type of specification document which is suitable for the purpose</p> <p>4.2 explain how to check that the specification is consistent with the designs and related documents, where separate, and that it does not include duplicate and contradictory information</p> <p>4.3 explain how to collate the sections in the specification so that they are based on elements of a type appropriate to the circumstances and requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 explain how to produce a specification which is based on identified, applicable, current source information</p> <p>4.5 describe how to identify where the current source information is invalid and obtain accurate and valid supplementary information</p> <p>4.6 evaluate how to select, draft and amend technical clauses from standard sources, which define the quality, type and standard of the materials, components and finished work</p> <p>4.7 evaluate how to structure the specification so that it is concise, referenced and cross-referenced accurately</p> <p>4.8 explain how to check that the specification is consistent with the current design and other design documentation, and update it promptly and accurately when the design changes</p> <p>4.9 explain how to obtain necessary checks and approvals for the content and presentation of specifications</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to control and maintain project information</p>	<p>5.1 obtain information about project requirements which may contribute to the preparation of documents</p> <p>5.2 check the information to see whether it is adequate to meet the project and document production requirements</p> <p>5.3 assess the status of the information and pass it on to people who need it for document production, indicate any special considerations and limitations on its use</p> <p>5.4 collate documents when they have been produced and check them against the agreed criteria</p> <p>5.5 advise people who are producing documents, clarify information when they do not understand the instructions and refer outstanding queries to the people who produced the original information</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.6 identify any discrepancies and inconsistencies in the information and refer any problems back to the originators for clarification</p> <p>5.7 recommend changes to the brief, design, specification and contract when the discrepancies which have been identified suggest that modifications are needed</p> <p>5.8 collate revisions, requirements and additions to the design information, distribute the information promptly and brief the stakeholders and the people responsible for producing documents</p> <p>5.9 obtain necessary checks and approvals when they are needed</p> <p>5.10 produce up-to-date and accurate information on progress and issue it to the people who need the information</p> <p>5.11 maintain accurate and complete registers and records which can be used for quality auditing</p> <p>5.12 issue documents to meet project requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to control and maintain project information</p>	<p>6.1 explain how to obtain information about project requirements which may contribute to the preparation of documents</p> <p>6.2 explain how to check the information to see whether it is adequate to meet the project and document production requirements</p> <p>6.3 explain how to assess the status of the information and pass it on to people who need it for document production, indicate any special considerations and limitations on its use</p> <p>6.4 explain how to collate documents when they have been produced and check them against the agreed criteria</p> <p>6.5 propose how to advise people who are producing documents, clarify information when they do not understand the instructions and refer outstanding queries to the people who produced the original information</p> <p>6.6 describe how to identify any discrepancies and inconsistencies in the information and refer any problems back to the originators for clarification</p> <p>6.7 propose how to recommend changes to the brief, design, specification and contract when the discrepancies which have been identified suggest that modifications are needed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.8 explain how to collate revisions, requirements and additions to the design information, distribute the information promptly and brief the stakeholders and the people responsible for producing documents</p> <p>6.9 explain how to obtain necessary checks and approvals when they are needed</p> <p>6.10 explain how to produce up-to-date and accurate information on progress and issue it to the people who need the information</p> <p>6.11 explain how to maintain accurate and complete registers and records which can be used for quality auditing</p> <p>6.12 explain how to issue documents to meet project requirements.</p>			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 12: Prepare procurement schedules and programmes of works in construction

Unit reference number: M/600/7457

QCF level: 6

Credit value: 18

Guided learning hours: 50

Unit summary

This unit is about producing a detailed schedule and procurement programme.

You will need to produce a schedule of works that contains the project needs and range of services needed. You will need to estimate work content and time duration and plan the schedule. You will need to draft and present the schedule of works to stakeholders.

You will need to develop a detailed procurement programme. You will need to identify any conflicting requirements and agree modifications. You will need to integrate the procurement programme with the requirements of the overall programme, monitor the programme and identify modifications which would offer cost and time benefits.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Project needs:

- time
- cost
- quality objectives.

2 Range of services:

- design (including management services)
- materials
- construction
- plant and equipment
- people
- manufacturing.

3 Conflicting requirements

- working arrangements
- staging of payments
- schedule of deliveries
- obligations to third parties
- statutory obligations and approvals.

4 Presenting:

- orally
- in writing
- graphically
- electronically.

Learning outcomes 3 and 4:

1 Procurement programme for:

- principal contractors
- sub/works/trade contractors
- suppliers
- consultants.

2 Resources:

- information (including documents and drawings)
- labour, plant and equipment, materials
- services
- finance including cash flow.

3 Conflicting requirements and unacceptable variations:

- working arrangements
- staging of payments
- schedule of deliveries
- obligations to third parties
- statutory obligations and approvals.

4 Overall programme:

- clients' overall timescale and requirements
- tender and contract activities
- key dates for long delivery items.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item that is considered to be common and key/critical to demonstrate competence:

- 1 Schedule of works which include project needs and the range of services, work content, time duration, calculated allowances for contingencies, corrected conflicting requirements and agreed amendments (ALL) [ALL]

Simulations are not considered to be acceptable for producing evidence for this Element.

Process evidence:

- 1 Presentation(s) of schedule of works (1.6, 1.7) [1.4]

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Procurement programme(s) (3.1, 3.2, 3.3, 3.4) [ALL]
- 2 Record(s) of the monitor of the procurement programme(s) (3.5) [3.1]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to develop a schedule of works	<p>1.1 produce a detailed schedule of works which is accurate and contains a complete statement of the project needs and the range of services which will be needed</p> <p>1.2 estimate the work content and time duration accurately</p> <p>1.3 plan the schedule of works so that it is achievable with the resources available</p> <p>1.4 calculate appropriate and realistic allowances to meet anticipated contingencies</p> <p>1.5 draft the schedule of works in a format which is appropriate to the type and scope of the work</p> <p>1.6 present the schedule of works to stakeholders, correct any conflicting requirements and agree amendments</p> <p>1.7 present information clearly and accurately and reach agreement use a style and approach which maintains goodwill and trust</p>			
2 Understand how to develop a schedule of works	<p>2.1 explain how to produce a detailed schedule of works which is accurate and contains a complete statement of the project needs and the range of services which will be needed</p> <p>2.2 examine how to estimate the work content and time duration accurately</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to develop a procurement programme	<p>2.3 propose how to plan the schedule of works so that it is achievable with the resources available</p> <p>2.4 explain how to calculate appropriate and realistic allowances to meet anticipated contingencies</p> <p>2.5 explain how to draft the schedule of works in a format which is appropriate to the type and scope of the work</p> <p>2.6 explain how to present the schedule of works to stakeholders, correct any conflict requirements and agree amendments</p> <p>2.7 explain how to present information clearly and accurately and reach agreement use a style and approach which maintains goodwill and trust</p>			
	<p>3.1 develop a detailed and accurate procurement programme in an appropriate format</p> <p>3.2 identify within the procurement programme the lead times for ordering and receiving essential resources</p> <p>3.3 identify any conflicting requirements and unacceptable variations in the procurement programme, recommend feasible alternatives, and agree modifications to the programme with stakeholders</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to develop a procurement programme</p>	<p>3.4 integrate the procurement programme so that it is consistent with the requirements of the overall programme, statutory bodies and others who will be affected</p> <p>3.5 monitor the procurement programme and identify modifications which would suit changed circumstances or which offer cost and time benefits</p> <p>4.1 propose how to develop a detailed and accurate procurement programme in an appropriate format</p> <p>4.2 describe how to identify within the procurement programme the lead times for ordering and receiving essential resources</p> <p>4.3 describe how to identify any conflicting requirements and unacceptable variations in the procurement programme, recommend feasible alternatives, and agree modifications to the programme with stakeholders</p> <p>4.4 propose how to integrate the procurement programme so that it is consistent with the requirements of the overall programme, statutory bodies and others who will be affected</p> <p>4.5 examine how to monitor the procurement programme and identify modifications which would suit changed circumstances or which offer cost and time benefits</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 13: Implement strategic and integrated supply chain management and sourcing partnerships in construction

Unit reference number: M/600/7460

QCF level: 6

Credit value: 18

Guided learning hours: 50

Unit summary

This unit is about selecting criteria to evaluate the benefits of strategic sourcing, specifying and agreeing how the supply chain and management systems will be aligned and monitoring the performance of the supply chain.

You will need to select criteria to evaluate the effect of strategic sourcing on competitiveness and the benefits of changing to new suppliers.

You will also need to recommend changes and negotiate and agree recommendations with decision makers and suppliers.

You will need to specify and agree with the supply chain how the management systems will be aligned. You will need to identify and agree with stakeholders any changes required. You will then need to develop and implement trials, assessing results and making modifications prior to implementation.

You will need to review the terms of contract to assess benefits to the supply chain. You will also need to monitor the performance of the supply chain. You will then need to inform the supply chain about variations in performance and advising them about changes needed.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Criteria:

- legislation
- codes of practice
- security of supply
- quality of product/service being supplied
- alignment of systems
- cost
- project objectives
- competence of supplier.

2 Strategic sourcing – of:

- principal contractors
- sub/works/trade contractors
- suppliers of goods and materials
- consultants
- clients/end users.

Learning outcomes 3 and 4:

1 Supply chain:

- principal contractors
- sub/works/trade contractors
- suppliers of goods and materials
- consultants.

2 Management systems:

- clients/end user
- health & safety
- environment
- quality
- certification of workforce.

Learning outcomes 5 and 6:

1 Supply chain:

- principal contractors
- sub/works/trade contractors
- suppliers of goods and materials
- consultants
- clients/end users.

2 Monitor – methods:

- internal auditing
- external auditing.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Evaluation(s) of the effect of strategic sourcing, including the benefits of change (1.1, 1.2, 1.3) [1.1, 1.2]
- 2 Record(s) of recommendations which have been negotiated. (1.4, 1.5) [1.1, 1.2]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Specification(s) for the alignment of supply chain management systems (3.1, 3.2) [3.1, 3.2]
- 2 Record(s) of trials, including modifications made (3.3) [3.2]
- 3 Record(s) of checks made to the aligned management systems (3.4) [3.2]

Process evidence: not applicable

Learning outcome 5:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Review(s) of the supply chain terms of contract (5.1) [5.1]
- 2 Record(s) of the supply chain performance monitor including variations, advice and information about changes (5.2, 5.3) [5.1, 5.2]
- 3 Investigation(s) of persistent variations and major problems (5.4) [5.1]
- 4 Assessment(s) of existing and alternative sourcing arrangements (5.5) [5.1]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to evaluate and agree the benefits and risks of strategic sourcing	<p>1.1 select relevant criteria to use in making evaluations and decisions</p> <p>1.2 evaluate the effect of strategic sourcing on competitiveness of supply, compare the evaluation with existing arrangements and calculate the advantages and disadvantages</p> <p>1.3 evaluate the benefits of changing to new suppliers</p> <p>1.4 recommend changes use accurate evidence and clearly identify the strategic implications for supply</p> <p>1.5 negotiate and agree recommendations with decision makers, the suppliers and other people who have an interest</p>			
2 Understand how to evaluate and agree the benefits and risks of strategic sourcing	<p>2.1 evaluate how to select relevant criteria to use in making evaluations and decisions</p> <p>2.2 evaluate the effect of strategic sourcing on competitiveness of supply, compare the evaluation with existing arrangements and calculate the advantages and disadvantages</p> <p>2.3 evaluate the benefits of changing to new suppliers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 propose how to recommend changes use accurate evidence and clearly identify the strategic implications for supply</p> <p>2.5 propose how to negotiate and agree recommendations with decision makers, the suppliers and other people who have an interest</p>			
<p>3 Be able to agree and implement alignment of management systems</p>	<p>3.1 specify and agree with the supply chain the ways in which management systems will be aligned</p> <p>3.2 identify and agree, with all stakeholders, the changes which are necessary to meet technical and quality requirements</p> <p>3.3 develop and implement appropriate trials, assess the results and make appropriate modifications before moving to full implementation</p> <p>3.4 check that the alignment of management systems conforms to the requirements of legislation</p>			
<p>4 Understand how to agree and implement alignment of management systems</p>	<p>4.1 evaluate how to specify and agree with the supply chain the ways in which management systems will be aligned</p> <p>4.2 describe how to identify and agree, with all stakeholders, the changes which are necessary to meet technical and quality requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to monitor and control supply chain arrangements	<p>4.3 propose how to develop and implement appropriate trials, assess the results and make appropriate modifications before moving to full implementation</p> <p>4.4 explain how to check that the alignment of management systems conforms to the requirements of legislation</p> <p>5.1 review the terms of contract regularly, and assess whether there are continued net benefits to the supply chain</p> <p>5.2 monitor the performance of the supply chain against agreed standards and quantify any variations in performance</p> <p>5.3 inform the supply chain about variations in performance from contract terms, and provide them with advice and information about the changes needed and the time allowed to make the changes</p> <p>5.4 investigate persistent variations and major problems, identify likely causes and inform all the supply chain</p> <p>5.5 assess existing sourcing arrangements against alternative supply options regularly and estimate the relative benefits and disadvantages</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to monitor and control supply chain arrangements</p>	<p>6.1 examine how to review the terms of contract regularly, and assess whether there are continued net benefits to the supply chain</p> <p>6.2 examine how to monitor the performance of the supply chain against agreed standards and quantify any variations in performance</p> <p>6.3 explain how to inform the supply chain about variations in performance from contract terms, and provide them with advice and information about the changes needed and the time allowed to make the changes</p> <p>6.4 examine how to investigate persistent variations and major problems, identify likely causes and inform all the supply chain</p> <p>6.5 examine how to assess existing sourcing arrangements against alternative supply options regularly and estimate the relative benefits and disadvantages</p>			

Learner name: _____ Date: _____

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Unit 14: Evaluate and confirm work methods and programme in construction

Unit reference number: D/600/7468

QCF level: 6

Credit value: 12

Guided learning hours: 30

Unit summary

This unit is about assessing project data and selecting methods which meet technical project criteria. It is also about analysing the sequential programming of activities and confirming alterations and developing a monitoring system for the works programme.

You will need to assess project data and obtain more information where required. You will need to identify, evaluate and select methods which meet technical and project criteria and propose them to decision makers. You will also need to analyse and quantify the selected methods for their activity content and review method statements to ensure that they are accurate and acceptable for the people involved.

You will need to analyse the sequential programming of activities against external factors and resources to meet project requirements. You will then need to ensure that programmes and schedules of activities are consistent with the complexities of the project. You will also need to confirm any alterations made to the works programme and develop a monitoring system for it.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Project data:

- conditions of contract
- bills of quantities
- specifications
- detailed drawings
- health and safety plans
- time-scales
- contractual risks obligations and scope of works.

2 Alternative sources:

- the client
- the client's representative
- contractors
- sub-contractors
- suppliers
- regulatory authorities
- technical literature
- trade literature.

3 Identify work methods:

- standard lists and procedures
- investigative research.

4 Technical criteria:

- materials & component performance & availability
- structural forms
- physical environmental factors
- occupancy
- health, safety and welfare
- fire protection
- access
- plant, equipment & people availability
- transportation
- traffic generation and management
- general environmental factors
- waste and sustainability
- location weather conditions.

5 Project criteria:

- cost benefit
- conformity to statutory requirements
- client and user needs
- contract requirements in terms of time, quantity and quality
- environmental considerations
- third party obligations
- other related programmes
- supply lead times.

6 Analyse – use:

- method study
- work study
- production analysis
- feedback from similar projects.

Learning outcomes 3 and 4:

1 Analyse – use:

- method study
- work study
- production analysis.

2 Project requirements:

- contract conditions
- contract programme stipulations
- statutory consent
- Building Control notification
- third party obligations
- health and safety requirements.

3 External factors:

- other related programmes
- supply lead times
- contingencies
- special working conditions
- location weather conditions
- statutory limitations.

4 Resources:

- people
- plant and equipment
- materials and components
- sub-contractors.

5 Programmes and schedules:

- bar charts
- network analysis
- critical path
- line of balance
- action lists
- method statements.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Evaluation(s) of possible work methods which include assessments of project data, information from alternative services, identified work methods, technical and project criteria (1.1, 1.2) [ALL]
- 2 Record(s) of proposed work methods (1.3) [1.3]
- 3 Analyse the method statement(s) (1.4, 1.5) [1.3, 1.6]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Analysis of sequential programming of activities against project requirements, external factors and necessary resources. (3.1) [3.1, 3.2, 3.3, 3.4]
- 2 Programme(s) and schedule(s) of planned activities (3.2) [ALL]
- 3 Alterations to works programme(s) with savings calculated and justified (3.3) [3.5]
- 4 Records of system(s) developed and implemented for monitor works programmes which include use the results to improve future production and plan (3.4) [3.5]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs'.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to evaluate, review and select work methods</p>	<p>1.1 assess the available project data and obtaining more information from alternative sources in situations where the available project data is insufficient</p> <p>1.2 identify and evaluate the possible work methods against relevant technical and project criteria and select those which best meets the criteria</p> <p>1.3 propose the selected method to decision makers</p> <p>1.4 analyse the method which has been selected for its activity content and quantifying it accurately</p> <p>1.5 review method statements to ensure that they are accurate, clear, concise and acceptable to all the people involved</p>			
<p>2 Understand how to evaluate, review and select work methods</p>	<p>2.1 examine how to assess the available project data and obtain more information from alternative sources in situations where the available project data is insufficient</p> <p>2.2 describe how to identify and evaluate the possible work methods against relevant technical and project criteria and select those which best meets the criteria</p> <p>2.3 propose how to propose the selected method to decision makers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 examine how to analyse the method which has been selected for its activity content and quantify it accurately</p> <p>2.5 examine how to review method statements to ensure that they are accurate, clear, concise and acceptable to all the people involved</p>			
<p>3 Be able to confirm project programming</p>	<p>3.1 analyse the sequential programming of activities against project requirements and the requirements of significant external factors and necessary resources</p> <p>3.2 ensure that the produced programmes and schedules of planned activities are consistent with the complexity of the project 3</p> <p>3.3 confirm alterations to the works programme which will meet changed circumstances or offer cost and time benefits, calculate the savings accurately and justify them to decision makers</p> <p>3.4 develop a system for monitor the works programme, implement it and use the results to improve future production and plan</p>			
<p>4 Understand how to confirm project programming</p>	<p>4.1 examine how to analyse the sequential programming of activities against project requirements and the requirements of significant external factors and necessary resources</p> <p>4.2 explain how to ensure that the produced programmes and schedules of planned activities are consistent with the complexity of the project</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.3 explain how to confirm alterations to the works programme which will meet changed circumstances or offer cost and time benefits, calculate the savings accurately and justify them to decision makers</p> <p>4.4 propose how to develop a system for monitor the works programme, implement it and use the results to improve future production and plan</p>			

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Internal verifier signature: _____ Date: _____
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Unit 15: Analyse, monitor and optimise materials, plant and services in construction

Unit reference number: H/600/7469

QCF level: 6

Credit value: 12

Guided learning hours: 20

Unit summary

This unit is about analysing design information and operational plans. It is also about evaluating supplier performance and providing resources to help them meet supply project requirements.

You will need to analyse design information, operational plans, user feedback and quantities. You will then need to confirm supply requirements. You will also need to identify the opportunities for economising on usage, cost and the environmental impact of supplies. You will then need to confirm and monitor purchase plans to ensure that supply requirements and changing circumstances are met.

You will need to evaluate supplier performance, identify, record and pass on information to suppliers regarding any issues in respect of supply requirements. You will need to identify, discuss and agree changes with suppliers which will improve performance. You will also need to advise suppliers and provide resources to help them meet supply and project requirements.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Users

- principal contractors
- sub/works/trade contractors
- direct labour organisations
- clients.

2 Supplies:

- raw materials
- manufactured materials
- components
- systems
- prefabricated components
- people
- construction plant & equipment.

3 Supply requirements:

- price
- quantity
- availability & lead time
- delivery
- life expectancy
- maintenance & servicing
- storage and handling
- health and safety issues
- environmental issues (including sustainability)
- transportation
- deterioration and damage
- loss and theft
- after sales-service
- payment terms
- cash flow.

4 Circumstances:

- over & under supply
- changes to project programme
- non-availability
- inadequately & inappropriately specified resources.

Learning outcomes 3 and 4:

1 Suppliers of:

- raw materials
- manufactured materials
- components
- systems
- prefabricated requirements
- people
- construction plant & equipment.

2 Supply requirements:

- price
- quantity
- quality
- availability & lead time
- delivery
- life expectancy
- maintenance & servicing
- storage and handling
- environmental issues (including sustainability)
- health and safety competence
- transportation
- deterioration & damage
- loss & theft
- after sales-service
- payment terms
- cash flow.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:**Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Analyses of design and project information, operational plans, user feedback and quantities, confirmations of suppliers. (1.1) [ALL]
- 2 Records of monitor of the purchasing plan to ensure that supply requirements are met and that changing circumstances are accommodated. (1.3, 1.4) [1.3, 1.4]

Process evidence: not applicable**Learning outcome 3:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence.

- 1 Record(s) of evaluation(s) of supplier performance which include identified issues with supply requirements and identified changes passed on to suppliers (3.1, 3.2, 3.3) [3.1, 3.2]
- 2 Record(s) of supplier development programmes, advice and resources provided (3.3, 3.4, 3.5) [3.1, 3.2]

Process evidence:

- 1 Meeting(s) with suppliers (3.5) [3.1]

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs'.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to analyse and monitor requirements for supplies	<p>1.1 analyse design and project information, operational plans, user feedback and quantities and confirm what supplies will be required</p> <p>1.2 identify the opportunities for economising on usage, cost and the environmental impact of supplies</p> <p>1.3 confirm and monitor the purchasing plan to ensure that supply requirements are met</p> <p>1.4 accommodating changing circumstances</p>			
2 Understand how to analyse and monitor requirements for supplies	<p>2.1 examine how to analyse design and project information, operational plans, user feedback and quantities and confirm what supplies will be required</p> <p>2.2 describe how to identify the opportunities for economising on usage, cost and the environmental impact of supplies</p> <p>2.3 explain how to confirm and monitor the purchasing plan to ensure that supply requirements are met</p> <p>2.4 explain how to accommodate changing circumstances</p>			
3 Be able to optimise supplier performance	<p>3.1 evaluate regularly the performance of suppliers against the supply requirements</p> <p>3.2 identify any issues with supply requirements, record them, pass the information on to the supplier and discuss it with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.3 identify changes which will improve supplier performance, discuss and agree changes with the supplier and incorporate agreed actions in supplier development programmes</p> <p>3.4 advise suppliers and provide them with resources which will help them to meet supply requirements, overall budgetary limits and project requirements</p> <p>3.5 conduct negotiations and meetings with suppliers in a manner which maintains their goodwill and trust</p>			
<p>4 Understand how to optimise supplier performance</p>	<p>4.1 evaluate regularly the performance of suppliers against the supply requirements</p> <p>4.2 describe how to identify any issues with supply requirements, record them, pass the information on to the supplier and discuss it with them</p> <p>4.3 describe how to identify changes which will improve supplier performance, discuss and agree changes with the supplier and incorporate agreed actions in supplier development programmes</p> <p>4.4 propose how to advise suppliers and provide them with resources which will help them to meet supply requirements, overall budgetary limits and project requirements</p> <p>4.5 explain how to conduct negotiations and meetings with suppliers in a manner which maintains their goodwill and trust</p>			

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Unit 16: Control contract work in construction

Unit reference number: Y/600/7470

QCF level: 5

Credit value: 10

Guided learning hours: 20

Unit summary

This unit is about controlling work activities ensuring that they comply with quality standards and legal and statutory requirements.

You will need to research quality standards, implement systems and check for conformity. You will need to implement corrective action where there is non-conformity.

You will need to identify legal and statutory requirements, implement systems and identify non-compliance. You will need to implement corrective action where there is non-compliance.

Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Quality standards:

- statutory requirements
- project specifications
- British Standards
- International Standards
- Codes of Practice
- organisation standards
- trade advisory guidance and best practice
- set out information.

2 People responsible:

- the client
- contractors
- consultants
- sub-contractors
- suppliers
- workforce.

3 Systems:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- check manufacturers documentation
- check delivery notes
- sampling and mock-ups
- testing
- site inspection reports
- contractors reports
- site meetings
- dimension checks.

4 Work:

- materials and components and their use
- methods of construction
- dimensional control.

Learning outcomes 3 and 4:

1 Legal and statutory requirements and responsibilities for:

- Building Control
- Environmental Health
- health, safety and welfare
- environment
- fire
- utilities regulations
- highways
- heritage
- development licences and building permits
- employment practice
- byelaws
- non-statutory guidelines.

2 Monitor systems:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- check manufacturers documentation
- check delivery notes
- sampling
- testing
- site inspection reports
- contractors' reports
- site meetings.

3 Corrective action:

- instigate contingency action and restore compliance
- agree waiver.

4 People who have an interest:

- the client
- contractors
- consultants
- sub-contractors
- suppliers
- workforce.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of researched quality standards and specified responsibilities (1.1, 1.2) [1.1, 1.2]
- 2 Record(s) of systems for inspection and control which include checks, work failing requirements and corrective action (1.3, 1.4, 1.5) [1.1, 1.3, 1.4]
- 3 Record(s) of information referred to others which include(s) correcting unacceptable quality standards, notifications to decision makers variations in quality standards, programme and safety implications, specifications which conflict with statutory and legal requirements, recommended improvements from feedback, amendments to contract quality requirements and specifications (1.6, 1.7, 1.8, 1.9, 1.10) [1.1]
- 4 Specifications which conflict with statutory and legal requirements (1.8) [1.1]

Process evidence:

- 1 Records of work that fails to meet the requirements (1.5) [1.1]

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of implemented monitor systems which include legal and statutory requirements identified from collected information, non-complying situations, investigations and corrective action, identified and referred new legal and statutory requirements (3.1, 3.3, 3.4, 3.5) [ALL]
- 2 Record(s) of briefing(s) provided to the workforce (3.2) [3.1]
- 3 Record(s) of statutory returns which have been completed (3.6) [3.1]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to control contracts against agreed quality standards</p>	<p>1.1 research quality standards from available information and pass them to people responsible for their implementation before they start work</p> <p>1.2 specify, clearly and unambiguously, the responsibilities which individuals have for maintaining quality standards</p> <p>1.3 set up systems for inspecting and controlling the quality of work and record the outcomes</p> <p>1.4 check, regularly, that work conforms to the design requirements and the specified quality standards</p> <p>1.5 identify work which fails to meet the requirements and specified quality standards and implement corrective action</p> <p>1.6 ask for unacceptable quality standards to be corrected and notify decision makers if this is not done within a reasonable time</p> <p>1.7 inform decision makers regularly about significant variations in quality standards, programme and safety implications, and suggest the decisions which they need to make and actions which they need to take</p> <p>1.8 identify specifications which conflict with statutory and legal requirements and refer them to decision makers for modification</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 identify improvements from feedback received and recommend them to decision makers</p> <p>1.10 agree amendments to the contract quality requirements and specifications and record them accurately</p>			
<p>2 Understand how to control contracts against agreed quality standards</p>	<p>2.1 examine how to research quality standards from available information and pass them to people responsible for their implementation before they start work</p> <p>2.2 evaluate how to specify, clearly and unambiguously, the responsibilities which individuals have for maintaining quality standards</p> <p>2.3 propose how to set up systems for inspecting and controlling the quality of work and record the outcomes</p> <p>2.4 explain how to check, regularly, that work conforms to the design requirements and the specified quality standards</p> <p>2.5 describe how to identify work which fails to meet the requirements and specified quality standards and implement corrective action</p> <p>2.6 explain how to ask for unacceptable quality standards to be corrected and notify decision makers if this is not done within a reasonable time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain contract compliance with legal and statutory requirements	<p>2.7 explain how to inform decision makers regularly about significant variations in quality standards, programme and safety implications, and suggest the decisions which they need to make and actions which they need to take</p> <p>2.8 describe how to identify specifications which conflict with statutory and legal requirements and refer them to decision makers for modification</p> <p>2.9 describe how to identify improvements from feedback received and recommend them to decision makers</p> <p>2.10 evaluate how to agree amendments to the contract quality requirements and specifications and record them accurately</p> <p>3.1 identify legal and statutory requirements from available information and clarify them where there is uncertainty</p> <p>3.2 brief the workforce about their legal and statutory responsibilities to those responsible for implementing them before they start work on the contract</p> <p>3.3 develop and implement monitor systems, collect information regularly and summarise it accurately</p> <p>3.4 identify situations which do not comply with legal and statutory requirements, investigate the circumstances thoroughly and take appropriate corrective action</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.5 identify any new legal and statutory requirements which may have an impact on the project, summarise the important details and pass this on to people who have an interest</p> <p>3.6 complete statutory returns accurately and on time</p>			
<p>4 Understand how to maintain contract compliance with legal and statutory requirements</p>	<p>4.1 describe how to identify legal and statutory requirements from available information and clarify them where there is uncertainty</p> <p>4.2 explain how to brief the workforce about their legal and statutory responsibilities to those responsible for implementing them before they start work on the contract</p> <p>4.3 propose how to develop and implement monitor systems, collect information regularly and summarise it accurately</p> <p>4.4 describe how to identify situations which do not comply with legal and statutory requirements, investigate the circumstances thoroughly and take appropriate corrective action</p> <p>4.5 describe how to identify any new legal and statutory requirements which may have an impact on the project, summarise the important details and pass this on to people who have an interest</p> <p>4.6 explain how to complete statutory returns accurately and on time</p>			

Learner name: _____

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(if sampled)

Date: _____

Unit 17: Optimise and control contract progress and costs in construction

Unit reference number: D/600/7471

QCF level: 6

Credit value: 12

Guided learning hours: 30

Unit summary

This unit is about developing systems to monitor and record progress and briefing decision makers about progress. It is also about managing and implementing contract cost control systems and implementing corrective action.

You will need to develop systems to monitor and record progress, review resources to accommodate changing circumstances in order to optimise resources. You will also need to confirm and investigate any deviations to implement corrective action and recommend options which assist the contract progress. You will also need to brief decision makers about progress, resources and action that needs to be taken. You will then need to identify improvements and recommend them to decision makers.

You will need to manage and implement contract cost control systems. You will also need to review and summarise cost data, identify variations and trends and identify and quantify opportunities for cost savings. You will then need to investigate variations and agree and implement corrective action.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Systems to monitor and record:

- visual inspection
- resource records
- site inspection reports
- contractors' reports
- certified payments
- written and graphical records of actual work against programmed work
- site meetings
- key performance indicators.

2 Programmes:

- bar charts
- network analysis
- critical path
- action lists
- method statements
- project expenditure forecasts.

3 Resources:

- people
- plant and equipment
- materials and components
- finance
- time
- specialist services
- utility services
- information.

4 Changing circumstances:

- over & under supply
- changes to project programme
- non-availability
- inadequately and inappropriately specified resources.

5 Deviations:

- resource
- design factors
- industrial disputes
- construction errors
- inclement weather
- physical (site) constraints
- legal.

6 Corrective action:

- restore progress to accord with the agreed programme
- agree new completion dates
- initiate contract claim
- securing additional resources
- altering planned work.

7 Decision makers:

- the client
- contractors
- consultants
- suppliers
- internal management.

Learning outcomes 3 and 4:

1 Contract cost monitor systems:

- contractual procedures and meetings
- organisational procedures and meetings.

2 Cost data:

- materials & quantities
- plant
- people
- sub-contractors
- dayworks
- periodic valuations
- retention sums
- forecasts of expenditure
- performance information
- contract programme and progress.

3 Opportunities for cost saving:

- waste reduction
- resource management and logistics
- applications of new technology
- energy management
- recyclable materials
- alternative sources and types of materials
- plant and labour which meet project requirements
- variations in quality.

4 Corrective action:

- regulating expenditure to conform with budgets
- agree additional costs
- making a contract claim.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Progress monitor and record system(s) including record(s)
(1.1) [1.1, 1.2]
- 2 Record(s) of resources reviewed which accommodate changes
(1.2) [1.3, 1.4]
- 3 Record(s) of briefings and recommendations passed to decision makers which include options likely to optimise cost and time, changes, resource needs, suggested decisions and improvements from feedback
(1.3, 1.4, 1.5, 1.6) [1.3, 1.4, 1.5, 1.6, 1.7]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Reviews and summaries of contract cost monitor system(s) which include records of cost data (3.1, 3.2) [3.1, 3.2]
- 2 Record(s) of corrective action which include identified and investigated variations and trends in cost data (3.3, 3.4) [3.2, 3.4]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to optimise contract progress</p>	<p>1.1 develop systems to monitor and record the progress of the contract against the agreed programmes</p> <p>1.2 review and optimise resources to accommodate changing circumstances</p> <p>1.3 confirm and investigating the circumstances of any deviations thoroughly and agree and implement appropriate corrective action</p> <p>1.4 recommend options which are most likely to optimise cost and time and help the contract progress</p> <p>1.5 brief decision makers about progress, changes to the operational programme, resource needs and suggest the decisions and actions that need to be taken</p> <p>1.6 identify improvements from feedback received and recommend them to decision makers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to optimise contract progress</p>	<p>2.1 propose how to develop systems to monitor and record the progress of the contract against the agreed programmes</p> <p>2.2 examine how to review and optimise resources to accommodate changing circumstances</p> <p>2.3 explain how to confirm and investigate the circumstances of any deviations thoroughly and agree and implement appropriate corrective action</p> <p>2.4 propose how to recommend options which are most likely to optimise cost and time and help the contract progress</p> <p>2.5 explain how to brief decision makers about progress, changes to the operational programme, resource needs and suggest the decisions and actions that need to be taken</p> <p>2.6 describe how to identify improvements from feedback received and recommend them to decision makers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to control contract costs	<p>3.1 manage and implement appropriate contract cost monitor systems which are able to provide early warning of problems</p> <p>3.2 review and summarise accurate cost data and presenting it in a format which will help people to make decisions</p> <p>3.3 identify variations and trends in cost data and identifying and quantifying opportunities for cost savings</p> <p>3.4 investigate any variations and agree and implement appropriate corrective action</p>			
4 Understand how to control contract costs	<p>4.1 evaluate how to manage and implement appropriate contract cost monitor systems which are able to provide early warning of problems</p> <p>4.2 examine how to review and summarise accurate cost data and present it in a format which will help people to make decisions</p> <p>4.3 describe how to identify variations and trends in cost data and identify and quantify opportunities for cost savings</p> <p>4.4 examine how to investigate any variations and agree and implement appropriate corrective action</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 18: Prepare and agree contract accounts and claims in construction

Unit reference number: H/600/7472

QCF level: 6

Credit value: 12

Guided learning hours: 30

Unit summary

This unit is about valuing work in progress, preparing and submitting accounts, assessing the basis of claims and progressing valid claims.

You will need to value work in progress, price and reference quantities used in valuations and accounts, value variations and agree non standard rates. You will also need to identify the liability for the cost of re-work and additional work. You will need to prepare and submit valuations, accounts and clarify any areas of disagreement. You will also need to record documents, back-up information and calculations for audit and reference.

You will need to assess the basis of claims for the recovery of loss and expense against the contract seek expert opinion where appropriate and progress valid claims. You will also need to calculate claims, analyse opposing grounds for the claims and negotiate and agree amendments with the people involved. You will then need to record documents and back-up information for audit and reference purposes.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:

1 Valuing work in progress:

- verified information sources
- contract valuations
- variations
- adjustments and allowances made
- negotiation
- valuation
- cash flow.

2 Contract – type:

- main contract
- sub/works/trade contractors
- suppliers contract
- consultant agreement.

3 Valuations and accounts:

- interim payment
- final accounts.

4 Variations:

- costs
- quantity
- quality
- progress.

Learning outcomes 3 and 4:

1 Claims – resulting from:

- measurement
- valuation of variations
- liability for costs
- loss and expense arising from breaches of contract
- extensions of time
- damages arising from extra-contractual consideration.

2 Contract – type:

- main contractors
- sub/works/trade contractors
- suppliers contract
- consultant agreement.

3 Expert opinion:

- legal
- technical.

4 Information sources:

- contract provisions
- contract claims for payment
- dimensions and approximations from latest revisions of contract drawings
- records of executed work
- inspections of work in progress
- daywork
- agreed contract quantities
- agreed contract rates of payment
- agreed methods of calculation
- records of meetings.

5 Analyse:

- claimants' analysis
- respondents' analysis.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

Performance evidence:

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence.

- 1 Valuation(s), and account(s), which include the value of work in progress, values of variations, liability for the cost of re-work and additional work and estimates (1.1, 1.2, 1.3, 1.4) [ALL]
- 2 Back-up information and calculations. (1.5, 1.6) [1.1]

Process evidence: not applicable.

Learning outcome 3:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- 1 Record(s) of progressed and valid claims (3.1) [3.1, 3.2, 3.3]
- 2 Record(s) of negotiations which include, calculations, analyses of opposing grounds for claims, agreed amendments (3.2, 3.3, 3.4, 3.5) [3.1, 3.2, 3.4, 3.5]
- 3 Records of documents, back up information, calculations (3.2, 3.6) [3.1, 3.4]

Process evidence:

- 1 Presentation(s) to and negotiations with people involved in the contract (3.3, 3.4, 3.5) [3.1, 3.2, 3.4]

This unit must be assessed in a work environment and in accordance with the:

- Additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework (QCF) title and SVQs'.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare and agree interim valuations and final accounts</p>	<p>1.1 value work in progress, and agree the calculations with valuers who are acting for the people involved in the contract</p> <p>1.2 price and reference the quantities used in valuations and accounts so that they meet contract provisions</p> <p>1.3 value variations and items which do not have an agreed contract rate by agree justifiable non-standard rates</p> <p>1.4 identify the liability for the cost of re-work and additional work, agree the liability with the people involved in the contract and record the estimates to meet administrative and contractual requirements</p> <p>1.5 prepare and submit accurate valuations and accounts which contain relevant background information and clarify and justify areas of potential disagreement</p> <p>1.6 record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to prepare and agree interim valuations and final accounts</p>	<p>2.1 examine how to value work in progress, and agree the calculations with valuers who are acting for the people involved in the contract</p> <p>2.2 examine how to price and reference the quantities used in valuations and accounts so that they meet contract provisions</p> <p>2.3 examine how to value variations and items which do not have an agreed contract rate by agreeing justifiable non-standard rates</p> <p>2.4 describe how to identify the liability for the cost of re-work and additional work, agree the liability with the people involved in the contract and record the estimates to meet administrative and contractual requirements</p> <p>2.5 explain how to prepare and submit accurate valuations and accounts which contain relevant background information and clarify and justify areas of potential disagreement</p> <p>2.6 explain how to record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to prepare and agree compensation events and claims for reimbursement for loss and expense</p>	<p>3.1 assess the basis of claims and criteria for recovery against the contract and relevant expert opinion, and progress valid claims which can be substantiated</p> <p>3.2 calculate claims accurately from relevant and verified information sources</p> <p>3.3 analyse the opposing grounds for the claims, structure the claims clearly and present them</p> <p>3.4 negotiate and agree amendments to the claim with the people involved in the contract</p> <p>3.5 conduct negotiations with the people involved in the contract in a manner which maintains their goodwill and trust</p> <p>3.6 record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to prepare and agree compensation events and claims for reimbursement for loss and expense</p>	<p>4.1 examine how to assess the basis of claims and criteria for recovery against the contract and relevant expert opinion, and progress valid claims which can be substantiated</p> <p>4.2 explain how to calculate claims accurately from relevant and verified information sources</p> <p>4.3 examine how to analyse the opposing grounds for the claims, structure the claims clearly and present them</p> <p>4.4 propose how to negotiate and agree amendments to the claim with the people involved in the contract</p> <p>4.5 explain how to conduct negotiations with the people involved in the contract in a manner which maintains their goodwill and trust</p> <p>4.6 explain how to record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

CITB-ConstructionSkills
Bircham Newton
King's Lynn
Norfolk
PE31 6RH

Telephone: 01485 577577
Fax: 01485 577793
Email: callcentre@cskills.org

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building Functional Skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the Construction and the Built Environment sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					
6					We have too many qualifications to list in his space. Please refer to www.edexcel.com for further information
5			Edexcel BTEC Level 5 HN Diploma in Construction		We have too many qualifications to list in his space. Please refer to www.edexcel.com for further information
4			Edexcel BTEC Level 4 HN Certificate in Construction		We have too many qualifications to list in his space. Please refer to www.edexcel.com for further information

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification / professional	NVQ/ competence
3		Edexcel Level 3 Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Construction and the Built Environment	Edexcel BTEC Level 3 Award, Extended Certificate and Diploma in Construction and the Built Environment	We have too many qualifications to list in his space. Please refer to www.edexcel.com for further information
2		Edexcel Level 2 Diploma in Construction and the Built Environment	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Construction	Edexcel BTEC Level 2 Award, Certificate and Extended Certificate in Construction and the Built Environment (Craft) and Construction and the Built Environment (Technician)	We have too many qualifications to list in his space. Please refer to www.edexcel.com for further information
1		Edexcel Level 1 Diploma in Construction and the Built Environment	Edexcel BTEC Level 1 Award, Certificate, Diploma in Construction (QCF)	Edexcel BTEC Level 1 Award, Certificate, Extended Certificate in Construction and the Built Environment	We have too many qualifications to list in his space. Please refer to www.edexcel.com for further information
Entry			Edexcel Entry Level BTEC Award in Construction (Entry 3) (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The Learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualification for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Additional requirements for Qualifications that use the title NVQ within the QCF

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Purpose of document

- 1 The purpose of this document is to make clear what Additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
- 2 When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these Additional requirements and other requirements described in the SSC/SSB assessment strategy.
- 3 The aims of these Additional requirements are to:
 - ensure that all competence based qualifications that use the title NVQ within the QCF are
 - assessed consistently
 - quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ within the QCF
 - establish the NVQ brand within the QCF
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

- 4 ¹At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence’.
- 5 NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
- 6 Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
- 7 The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.
- 8 When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
- 9 The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, Additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following Additional requirements must be met.

¹ *NCVQ's NVQ Criteria and Guidance* 1995.

Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

- 10 Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following Additional requirements.

Assessment requirements

- 11 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
- 12 Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.
- 13 Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
- 14 When a learner cannot complete a real work activity, simulation is allowed.
- 15 Simulation is allowed when:
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
 - the safety of a learner, other individuals and/or resources will be put at risk.
- 16 When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
- 17 Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

- 18 Learners must be assessed by assessors:
- who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
 - ²who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
 - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
- 19 All assessors must carry out assessment to the standards specified in the A units.
- 20 All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
- 21 Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

² Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

Quality assurance requirements

- 22 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
- 23 Qualifications that use the title NVQ within the QCF, must be verified:
- internally by an internal verifier, who is accountable to the assessment centre
 - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
- 24 With reference to internal verification, internal verifiers must:
- ³hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
 - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems and requirements for this qualification.
- 25 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
- 26 With reference to external verification, external verifiers must:
- ⁴hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
 - have no connections with the assessment centre, in order to maintain objectivity
 - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
 - be fully conversant with the standards and performance criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems for this qualification.
- 27 Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

³ Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

⁴ Currently an external verifier needs to hold unit V2. Or from the past unit D35.

- 28 Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on:
- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
 - an evaluation of the centre's performance and past record.
- 29 Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Annexe E: Assessment requirements/strategy

The Assessment strategy is being updated by ConstructionSkills. The updated version will appear in the final version of this document. Meanwhile, the current Assessment strategy may be found on the Edexcel website.

Ofqual
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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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For more information on Edexcel and BTEC qualifications please
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